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THESIS

STUDY OF THE JUNIOR RESERVE OFFICERS
TRAINING CORPS: SHOULD THE SERVICES' FOUR
CURRICULA BE MERGED?

by

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March 2003

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**STUDY OF THE JUNIOR RESERVE OFFICERS TRAINING CORPS:
SHOULD THE SERVICES' FOUR CURRICULA BE MERGED?**

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ABSTRACT

This thesis was completed as part of a comprehensive study of Junior Reserve Officers Training Corps (JROTC) sponsored by the Office of the Assistant Secretary of Defense (ASD) for Personnel and Readiness Force Management Policy. This research evaluates the possibility of establishing a joint or core curriculum from the JROTC four service curricula. A *joint curriculum* is a single curriculum used by all the services' JROTC programs and in which all the lessons are identical, regardless of branch of service. A *core curriculum* varies across the services' programs but contains a core area of instruction where the same content areas are taught to all cadets, regardless of branch of service. The thesis describes areas of the services' JROTC curricula that are similar and those that are different. Stakeholder opinions on the topic are also addressed. Analyses of the curricula show that the creation of a joint curriculum is not feasible. However, the services are covering a lot of common ground in their programs and for a core curriculum to be considered, a joint review of why this common ground differs across the services must be accomplished. Service specific content in these common areas must be evaluated in order to validate or annul their presence.

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I. INTRODUCTION

The Junior Reserve Officers Training Corps (JROTC) motivates and develops young people. To accomplish this mission, JROTC combines classroom instruction and extracurricular activities oriented toward attaining an awareness of the rights, responsibilities, and privileges of citizenship; developing the cadet's sense of personal responsibility; building life skills; and providing leadership opportunities. Junior ROTC is a high school course taken during regular school hours that also includes many out-of-classroom activities. The curriculum covers the basics of history, government, technology awareness, and current events. The curriculum also contains topics on how to motivate others (leadership), how to study and take tests, and how to interview for jobs (personal skills). Color Guard and Drill Teams are amongst the extra-curricular activities offered.¹

The JROTC Program of Instruction (POI) focuses on the development of better citizens through skill instruction in leadership, citizenship, life success, naval science, aerospace, geography, and wellness, in a structured and highly interactive environment.² Each service-specific JROTC program of instruction includes classes related to that service. The Air Force JROTC curriculum consists of fifteen units (Aerospace I-XV) dealing with mostly aviation-related topics. The Navy JROTC curriculum is

¹ U.S. Army JROTC's official website, <http://www.usarotc.com>, March 2003.

² St. Petersburg High School JROTC unit's official website, <http://www.grantcountyschools.com/phs/JROTC/>, March 2003.

subdivided into four naval science master schedules and further subdivided into units and lessons of instruction. The Marine Corps' curriculum is organized into five categories of learning with each partitioned into individual skill sets. And finally, the Army's course of instruction is contained in eight levels of instruction and further subdivided into units and chapters.

A. PURPOSE

The purpose of this study is to evaluate the possibility of establishing a joint or core curriculum from the service curricula. The objective is to determine what areas of the service curricula are similar and which are different and how these differences and similarities may hamper or aid in the proposal of a merged, joint, or core curriculum.

A *joint curriculum* is defined in this study as a single curriculum used by all the services' JROTC programs, a curriculum in which all the lessons contained in the program of instruction are identical and taught to all cadets, regardless of branch of service. In contrast, a *core curriculum* is defined as a curriculum that varies across the services' JROTC programs but contains a core or some common areas of instruction where the same content or subject areas are taught to all cadets, regardless of branch of service.

The challenge of this study may not be limited to identifying these differences but in identifying the traditional views of the stakeholders and their concerns regarding their own service curriculum.

B. BACKGROUND

The JROTC came into being with the passage of the National Defense Act of 1916. The main focus of JROTC was on secondary schools. The provisions of the 1916 act authorized schools to loan federal military equipment and to assign active or retired military personnel as instructors. These instructors were required to follow a prescribed course of training and maintain an enrollment of 100 students over 14-years of age. The Department of Defense and the Army, Navy, Air Force, and Marine Corps took this mandate and established service-specific missions and objectives.³

The service curricula contain areas specific to a branch of service while having similar areas such as leadership and life skills.

C. RESEARCH OBJECTIVES

The primary research objective of this study is:

- To determine if a joint or core curriculum can be created from the current JROTC service curricula.

The secondary research objectives are:

- To evaluate how the JROTC curricula are different across the four services.
- To evaluate how the JROTC curricula are similar across the four services.
- To identify service concerns about JROTC curriculum consolidation.

³ Army Cadet Command's official website, <http://www.rotc.monroe.army.mil/>, March 2003.

D. BENEFIT OF THIS STUDY

This research is part of a comprehensive study of Junior ROTC sponsored by the Office of the Assistant Secretary of Defense (ASD) for Personnel and Readiness Force Management Policy and monitored by the Office of the Under Secretary of Defense (OUSD) for Military Personnel Policy. This study provides the necessary information required for ASD to consider the possibility of creating a joint or core JROTC curriculum from the service curricula. Areas of redundancy across the service curricula are identified as well as areas of uniqueness.

E. THESIS ORGANIZATION

This thesis is divided into four chapters. Chapter II provides a detailed history of the Junior Reserve Officers Training Corps. It includes a description of the corps' early history, evolution of its goals and objectives, initiatives since its foundation, and the establishment of its program of instruction. Chapter III presents an overview of each service curriculum, the methodology used to study the curricula, and a detailed comparison of the curricula. Chapter IV presents stakeholder opinions about curricula consolidation that were collected in focus groups from a related project in the ASD JROTC review. Chapter IV also presents conclusions with recommendations and implications for merging parts of the current curricula into a common one for all four services. Recommendations for further study on this topic are contained in the final chapter.

II. HISTORY OF THE JROTC

A. BACKGROUND HISTORY

1. Army JROTC History

a. Early History

For the first 50 years of its history, JROTC was solely a program of the U.S. Army. The Army JROTC originated with the passage of the National Defense Act of 1916. Under the provisions of the 1916 act, high schools were authorized the loan of federal military equipment and the assignment of active or retired military personnel as instructors. These schools had to follow a prescribed program of instruction and training and maintain a minimum enrollment of 100 students over 14 years of age.⁴

The original Army JROTC course consisted of three hours of military instruction per week for a period of three years. JROTC graduates were authorized a certificate of eligibility for a reserve commission to be honored at age 21 if they completed this course of military instruction. Few resources were allocated to the JROTC program during the United States' involvement in the 1917 conflict. The Army established units at only 30 schools between 1916 and 1919, and only 45,000 students enrolled in JROTC during the 1919-1920 school year. By 1939, only 295 Army JROTC units were in operation due to a lack of enthusiasm on the part of the Army and a lack of Federal support.⁵

⁴ Coumbe, Arthur T., and Lee S. Harford, U.S. Army Cadet Command: The 10 Year History (Cadet Command Historical Study Series), U.S. Government Printing Office, Washington, D.C., 1996, p. 257.

⁵ Ibid, p. 258.

b. Post- World War II

By 1942, Army JROTC enrollment stood at approximately 72,000. Many units experienced shortages of space and resources. Some high schools restricted the JROTC instruction to the lunch hour or late afternoon. Student participation and motivation suffered from this perceived lack of support by school administrators.

The Army froze JROTC growth from 1947 until the passage of the JROTC Vitalization Act of 1964 due to manpower and funding constraints. In 1961, Army JROTC entered a period of intense review. The Secretary of Defense, Robert S. McNamara, found that the \$4.7 million required to run the program and the 700 active duty personnel needed as instructors was a high price to pay for a program that produced no officers and made no direct contribution to military requirements and readiness. He proposed that the program be eliminated.⁶

Parents, teachers and community leaders believed that the junior ROTC program was in the national interest, that it had a positive effect in the prevention of juvenile delinquency and it helped develop potential leaders. At the same time, JROTC supporters in the House of Representatives introduced legislation proposing the expansion of the program from the existing 254 to a maximum of 2,000 units. This bill also extended the JROTC program to both the Navy and the Air Force.⁷

The Defense Department realized that it could not block the JROTC expansion, but could try to guide it in a

⁶ Ibid, p. 259.

⁷ Ibid.

cost-effective manner. The department recommended that JROTC instructor billets be filled with military retirees instead of active duty members. This move would free up 700 active duty personnel for employment elsewhere in the service. Enrollment in JROTC programs totaled about 60,000 during this time.⁸

On October 13, 1963, President John F. Kennedy signed Public Law 88-647, the ROTC Vitalization Act of 1964. The law required the services to increase the number of JROTC programs under their jurisdiction and charged them to achieve a more homogeneous geographical distribution of units across the nation. The law also contained a new provision that gave incentives to high schools that hired military retirees as JROTC instructors. These retired military members were to be paid by the school district in an amount which, when added to an instructor's retired pay, equaled their active duty base pay plus allowances. Half of this cost was to be reimbursed by the military.⁹

In 1965, a Department of Defense directive on ROTC was published. This directive contained a number of provisions designed to make the program more popular among high school students and of greater value to the Army. These provisions were:

- Authorized advanced placement for junior cadets entering the senior ROTC program or enlisting in the armed forces.
- Established a two-track academic curriculum with a college preparatory academic track and a technical track, which combined military with vocational instruction.

⁸ Ibid, P. 260.

⁹ Ibid, pp. 260-261.

- The JROTC was to be completely staffed with retired military personnel.¹⁰

The Army was authorized a maximum of 650 units, twice as many as the other services. Between school year 1963-1964 and school year 1973-1974, the JROTC program for all services grew from 294 to 646 units. Student enrollment increased from 74,421 to 110,839.¹¹ These numbers seem to demonstrate that the Vitalization Act did deliver the intended boost to JROTC.

c. The Post-Vietnam Era

The end of the Vietnam War and the elimination of the draft in 1973 created a new environment and challenges for the JROTC program. During this period, the Army decided to utilize more fully the junior program's potential as a recruiting source because public opinion for military service was low. Junior cadets were authorized to enlist in the regular Army in the advanced grades of E-2 through E-4, depending on their performance and experience in JROTC. In July 1976, President Gerald Ford signed Public Law 94-361, which raised the authorized number of JROTC units from 1,200 to 1,600. The Army received 200 of these new units.¹²

During this period, the Post-Vietnam Era, women were allowed to enroll in JROTC. A court ruling in the summer of 1972 declared the exclusion of females from the JROTC to be discriminatory. The first female cadets entered the program at the beginning of school year 1972-1973. Over the next two decades, female participation in

¹⁰ Ibid, p. 261.

¹¹ Ibid, P. 261.

¹² Ibid, pp. 261-262.

JROTC grew steadily. By 1993, female participation reached over 40 percent of the corps.¹³

In September 1980 Congress passed Public Law 96-342, which lowered the mandatory JROTC unit enrollment level from 100 to an amount not less than ten percent of the host institution's enrollment, this action paved the way for increased institutional participation in the program. By 1983, student enrollment stood at more than 5,600 above its 1974 level. These promising results encouraged Army leadership to continue with the expansion provided for by Public Law 94-361. Over the next two years, 120 additional units were brought online.¹⁴

The expansion of JROTC during this period was not guided by a clear design. Units were brought on line with a minimum of prior planning due to the decentralized administration of JROTC.¹⁵ Management of the program was spread across the many bureaucratic levels of the senior JROTC program.

d. Attempts at Reform

The rapid expansion between 1980 and 1985 overwhelmed the management capabilities of the regional headquarters staffs at a time when the federal government was coming under increasing budgetary constraint.

The task of managing the JROTC was further complicated by the passage of Balanced Budget and Emergency Deficit Control Act of 1985 (the Gramm-Rudman-Hollings Act), which mandated a federal program of stringent

¹³ Ibid.

¹⁴ Ibid.

¹⁵ U.S. Army Cadet Command was created in 1986, after this program expansion.

financial austerity. Routine inspections of existing JROTC units and the establishment of new ones had to be postponed due to lack of funds for supplies, equipment, and travel. Increased demands on JROTC units were not matched by any increases in administrative personnel or other support.¹⁶

The Army Chief of Staff, General John A. Wickham, tasked General Richardson, Army Training and Doctrine Commanding General, in November 1985 to conduct a detailed analysis of JROTC operations and to develop a plan that would simplify program management and improve instruction. The proposed plan, the JROTC Improvement Plan (JRIP), outlined a three-year program to address these issues. The new plan recommended the following:

- higher staffing levels
- funding of summer camps
- an automated statistical analysis system
- acquisition of texts and other instructional materials

The JRIP also recommended the development of a formal and coordinated JROTC growth policy since many programs had been established with no thought given to the overall distribution of JROTC units. The lack of such a policy explained why there was no JROTC representation in a number of states.¹⁷

General Wickham approved the JRIP on April 30, 1986. The final version of the JRIP was designed to improve JROTC in three ways -- to enhance the program's

¹⁶ Coumbe, Arthur T., and Lee S. Harford, U.S. Army Cadet Command: The 10 Year History (Cadet Command Historical Study Series), U.S. Government Printing Office, Washington, D.C., 1996, p. 262.

¹⁷ Ibid, pp. 265-267.

image by upgrading cadet appearance and discipline and conducting summer camps, to raise cadre quality and performance by clarifying and stiffening selection and retention criteria, and to improve JROTC management by establishing an evaluation plan and developing a computerized information system.¹⁸

In that same year, 1985, an independent evaluation of JROTC was performed by the Chief of Staff's ROTC study group, which found that the full potential of the JROTC was not being exploited. This group viewed JROTC past performance as a failure.¹⁹ The program did not produce many candidates for enlistment for the senior ROTC program, or for the service academies. The group went on to recommend that the program managers delineate the goals of the JROTC. The junior program had operated since 1916 without a mission statement, which was a cause of confusion over the true purpose of JROTC.

Another recommendation of the study group was to make JROTC a more abundant source of recruits for the Army by matching up JROTC units with local Army organizations. A third recommendation was to create a centralized management system for JROTC. Such a system could enforce JROTC regulations, set standards and policy, accomplish inter-service coordination, act as liaison with educational institutions, and monitor the accrediting process for establishing or disestablishing units--all tasks that were not being handled effectively within the existing system.²⁰

¹⁸ Ibid, p. 267.

¹⁹ Ibid, p. 265.

²⁰ Ibid, p. 267.

e. *Establishing a New Direction*

Major General Wagner took over U.S. Army Cadet Command in May 1986. His plans, which quickly changed, did not place the JROTC program at the top of his command agenda.²¹ When Wagner arrived at Fort Monroe, a single staff officer in the Training Division oversaw the entire JROTC program of almost 900 schools and 135,000 cadets. Major General Wagner created a high school division to improve conditions. This division included an operations branch, which directed the administrative and personnel aspects of the junior program, and a training branch to monitor and manage the JROTC educational program. The functions of this division were gradually expanded, and by December, 1987, included policy formulation, curriculum development, and resource management.²²

Another objective high on Cadet Command's list of priorities was to improve the quality and appearance of JROTC instructors. Many were overweight, out of shape, and lethargic in the performance of their duties.²³ The command raised qualification standards for instructor certification and enforced these standards more stringently. Army regulation 145-2, *Junior Reserve Officers' Training Corps and National Defense Cadet Corps Organization, Operations, and Support* was rewritten to reflect the new conditions for employment. Every instructor applicant had to meet Army height and weight standards and undergo an interview by regional authorities before being hired.

²¹ Ibid.

²² Ibid, p. 268.

²³ Ibid.

Wagner also brought JROTC under centralized control by linking it closely with senior ROTC units. Every JROTC unit was placed under a senior battalion in its geographic proximity. Instructors from senior units were required to inspect, visit, and assist JROTC programs in their area of responsibility on a regular basis. A military rating system was established to reflect each part of this organization. The performance rating chain went from ROTC brigade commanders through senior ROTC battalion commanders down to individual JROTC unit commanders.²⁴

Cadet Command also developed a new mission statement. The one adopted in 1987 was: *To motivate young people to be good* (later changed to "better") *Americans*. Another initiative of Cadet Command was to improve instruction. The JROTC literature had to be pertinent and relevant to both the environment and the educational objectives of the average high school student. The JRIP took educational materials geared toward soldiers and senior ROTC cadets and redesigned them for use by JROTC cadets. These new training materials were flexible and allowed instructors to tailor them to their specific unit requirements.²⁵

2. Air Force JROTC History

The Air Force JROTC (AFJROTC) program began with a modest 20 units in 1966 after Congress passed Public Law 88-647 in 1964 authorizing the establishment of JROTC programs by the Navy, Air Force, and Marine Corps in addition to those programs sponsored by the Army. The Air Force's program has since grown to more than 700 units

²⁴ Ibid, p. 269.

throughout the world, with a current enrollment of over 109,000 cadets. The Air Force program employs more than 1,600 instructors and operates units in 48 states, the District of Columbia, Puerto Rico, Italy, Germany, Belgium, Netherlands, United Kingdom, Japan, Korea, and Guam.²⁶ Though the original units were comprised of only men, the admission regulations changed in 1972 to allow women to join. By the end of that year, over 2100 females were admitted as new cadets. Since then, the number of females has increased to over 34,000, a full 41 percent of the corps.

On 29 November 1973, the President signed Public Law 93-165, which stated that females could be counted for enrollment in JROTC. Prior to this law, women could participate in JROTC activities, but could not be counted toward enrollment quotas. Further, women were not issued uniforms, nor could they wear the Corps insignia or receive a Certificate of Completion.

Even before females were fully admitted into the JROTC program, they were making history and contributing to their respective units. In fact, the first female pilot soloed in the AFJROTC program in 1972. That same year, the AFJROTC Directorate wrote, "The approval to enroll females as cadets in AFJROTC is indicative of the strong position the Air Force and the Department of Defense hold concerning equality for all their members."²⁷ About the same time that females were being admitted to the Air Force Academy,

²⁵ Ibid.

²⁶ <http://bereahigh.org/afjrotchistory.html>, February 2003, p. 1.

²⁷ <http://www.srsd.org/jrotc/NJhistory.htm>, March 2003, p. 2.

several AFJROTC units were formally welcoming young women to their ranks. From the start, the Air Force has always championed the cause of educational equality for women. This proactive involvement in educational opportunities for young women continues from AFJROTC all the way into college and beyond.²⁸

3. Navy JROTC History

Public Law 88-647 passed by Congress in 1964 authorized the establishment of JROTC programs by the Navy, Air Force, and Marine Corps in addition to those programs sponsored by the Army. The first Naval Junior Reserve Officers Training Corps (NJROTC) programs began in 1966. Today, over 580 NJROTC programs are established in high schools in the United States, District of Columbia, Guam, Japan, and Italy.²⁹ Additionally, during School Year 00-01, female cadet representation totaled 40 percent of the 67,513 students enrolled in the program.³⁰

The Navy JROTC falls under the command and control of the Chief of Naval Education and Training (CNET) in Pensacola, Florida where the program manager has a small headquarters staff consisting of full-time military and civilian personnel. Regional area managers and clerical assistants serve across the country as a closer link to the individual host schools. The Department of the Navy CNET Instruction 1533.9J dated July 10, 1996, provides written guidance for the program administration.

²⁸ Ibid.

²⁹ <http://www.njrotc.org>, February 2003.

³⁰ Ibid.

4. Marine Corps JROTC History

The Marine Corps Junior Reserve Officer's Training Corps (MCJROTC) was established by Congress under section 2031, Title X, United States code. The Department of Defense (DoD) funds and sponsors JROTC through the Secretaries of the Military Departments. The Marine Corps JROTC (MCJROTC) is funded and sponsored through the Office of the Secretary of the Navy.

The MCJROTC unit at Catholic High School is one of the oldest in the nation; former Commandant of the Marine Corps General Clifford Drake officially installed the unit on 27 November 1967. The MCJROTC first enrolled female cadets during the second semester of 1974. Each year thereafter, female cadets have played an ever-increasing role in the success of the program.³¹

Data for the school year 2001-2002 shows the existence of 220 MCJROTC units with an enrollment of over 23,000 cadets. The Marine Corps JROTC expansion delineates a growth plan consisting of ten units per year for the next five years.³²

5. JROTC Growth During the Last Decade

The JROTC grew 60 percent between 1992 and the beginning of 1996. During this period there was a growing recognition that national power rested upon a variety of political, social, and economic forces that included the quality of education provided to the nation's youth.

³¹

<http://www.amarillo.isd.tenet.edu/CHS/Academics/mjrotc/history.htm>, March 2003.

³² ASD PowerPoint Presentation on Junior ROTC (all four services), Office of Assistant Secretary of Defense (Force Management Policy), August 2001.

JROTC growth during this period was jumpstarted when President George Bush announced during a speech at the Lincoln Technical Institute in Union, N.J.,

Today I'm doubling the size of our junior ROTC program. We're going to expand it from 1500 to 2900 schools. JROTC is a great program that boosts high school completion rates, reduces drug use, raises self-esteem, and gets these kids firmly on the right track.³³

The 2,900 high schools to which President Bush was referring included all four services. However, the services were not able to meet this 2,900 high schools goal due to funding constraints.

JROTC attained its distribution objective of representation in every state in September 1995 when an Army JROTC unit was established at White Mountains High School in Whitefield, New Hampshire. JROTC units at some public high schools in New York City and Buffalo, NY that had been resistant to the program in the past were also established during the school year 1995-1996.³⁴

JROTC has also experienced its periods of unpopularity during the early 1990s, when its existence was questioned. In a memorandum to the Secretary of Defense, dated June 8, 1992, General Colin Powell characterized the JROTC as the "best opportunity for the Department of Defense to make a positive impact on the nation's youth." General Powell urged that particular emphasis be placed on establishing

³³ Coumbe, Arthur T., and Lee S. Harford, U.S. Army Cadet Command: The 10 Year History (Cadet Command Historical Study Series), U.S. Government Printing Office, Washington, D.C., 1996, p.276.

³⁴ Ibid, p. 279.

JROTC units in the nation's inner cities - areas where drugs, gangs and juvenile delinquency thrive.³⁵

The Los Angeles riots in April 1992 provided the immediate stimulus for the JROTC initiative. Powell visited the site of the disturbances and was touched by what he saw. The Chairman of the Joint Chiefs of Staff felt that the junior program's emphasis on responsible citizenship, leadership development, and respect for authority would help American youth to abstain from such expressions of frustration in the future and encourage them to channel their energies along more productive avenues.³⁶

The most recent threat to the JROTC program occurred in August 1995 when the Senate Armed Services committee proposed a ten percent cut in JROTC funding for FY 1996. The Joint Chiefs and Staff and Senator Sam Nunn of Georgia took the lead in defending JROTC and were successful in having the provision removed from the defense appropriations bill.³⁷

Data for school year 2001-2002 show that JROTC units total over 2,900. Student enrollment now amounts to over 450,000 cadets. Army JROTC units accounted for over 47 percent of the total JROTC units that had been established during this school year.³⁸ Navy units accounted for 20 percent, Air Force for 27 percent, and Marine Corps for six

³⁵ Ibid.

³⁶ <http://www.njrotc.org>, February 2003.

³⁷ Coumbe, Arthur T., and Lee S. Harford, U.S. Army Cadet Command: The 10 Year History (Cadet Command Historical Study Series), U.S. Government Printing Office, Washington, D.C., 1996, p. 280.

³⁸ PowerPoint Presentation on Junior ROTC, Office of Assistant Secretary of Defense (Force Management Policy), August 2001.

percent of the total units established by the end of this school year.

The proportion of female JROTC cadets has been rising over the past decade, from 40.88 percent in School Year 94-95 to 41.95 percent in 95-96, 42.25 percent in 96-97, and 43.23 percent in 97-98.³⁹

B. THE PROGRAM OF INSTRUCTION

1. Army Program of Instruction

Military training was the main focus of the JROTC's program of instruction from World War I through the 1970s, with the basic curriculum of military-oriented courses seeing only minor course changes that were of no real significance. The first significant change in the JROTC curriculum occurred in the mid-1980s with the adoption of the JROTC Improvement Plan (JRIP). The main recommendation by the JRIP for the program of instruction was to devote at least 50 percent of the JROTC curriculum to the field of technology. The purpose of this recommendation was to motivate high school students to become scientists and engineers, who the Army desperately needed in its officer corps, and to attract more "academically-oriented" students and schools into JROTC, which historically had been concentrated in "poor schools that did not send people to college."⁴⁰ This emphasis on science and technology reduced the military training portion of the curriculum dramatically.

³⁹ Taylor, William J., Junior Reserve Officers' Training Corps Contributing to America's Communities, Center for Strategic and International Studies (CSIS), May 1999.

⁴⁰ Coumbe, Arthur T., and Lee S. Harford, U.S. Army Cadet Command: The 10 Year History (Cadet Command Historical Study Series), U.S. Government Printing Office, Washington, D.C., 1996, p. 263.

A new Army JROTC Program of Instruction was fully implemented in the spring of 1990. This new curriculum differed greatly from the old one, which had been adopted in 1980. A marked difference between them was the lack of tactical and weapons training in the new curriculum. The revised program of instruction was the result of a comprehensive review and workshops by the JROTC Branch of the Training Division. The revised curriculum contained the following subjects:

- Introduction to JROTC
- Military history
- Technology
- Citizenship
- Communications
- Leadership and leadership lab
- Cadet Challenge
- Map reading
- First aid
- Drug awareness

These subject areas have undergone further review since 1990 but have remained mostly unchanged. A program objective of lowering school dropout rates was introduced and the military skills portion of the curriculum was cut shorter.

The Army JROTC approved its latest program of instruction in April 2002. This revised curriculum incorporated the latest educational theories used in secondary education. And, each chapter has been linked to National Secondary School standards. The Army envisioned this program to serve as a stimulus for promoting

graduation from high school while instilling increased self-esteem in the cadets that participate in the program.

2. Air Force Program of Instruction

The Air Force curriculum is grounded in the Air Force core values of integrity first, service before self, and excellence. The Air Force Program of Instruction covers the following subjects:

- Frontiers of aviation history
- Science of flight
- Exploration of space
- Intercommunication skills
- Life skills
- Principles of management

The curriculum emphasizes the Air Force Heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. This program also has the objectives of educating cadets in citizenship, responsibility, character, and self-discipline.

3. Navy Program of Instruction

The Navy JROTC curriculum is currently undergoing a major revision of its third year Naval Science educational track, which is due out in August 2003. The first and second-year curricula were revised in 2001 and 2002, respectively. The fourth-year course will be revised at a later time. The Naval Science curriculum covers eight major academic areas, which are taught over four years. These areas are:

- (1) Cadet Field Manual
- (2) Introduction to the NJROTC Course

- (3) Maritime History
- (4) Nautical Science
- (5) Naval Knowledge
- (6) Naval Skills
- (7) Leadership Theory
- (8) Leadership Laboratory

The Navy JROTC program states that its goals are to provide an opportunity for high school students to learn about the basic elements and requirements for national security and their personal obligations as American citizens. This program's contents are mostly science topics with some areas dealing with citizenship, health, leadership, and communication skills.

4. Marine Corps Program of Instruction

The Marine Corps JROTC's program of instruction was also changed and approved in 2002 and states that its main focus is on instilling the value of citizenship, service to the United States, personal responsibility and a sense of accomplishment in the high school cadet. The Marine Corps' Program of Instruction covers the following areas:

- Leadership
- Citizenship
- Personal growth and responsibility
- Public service and career exploration
- General military subjects

This curriculum has also been closely linked to competencies and National Secondary School standards. It is interesting to note that only one out of five objectives in its program of instruction deals with the subject of

discipline, respect, and responsibility through military-related topics and activities. The remaining four subjects stress topics dealing with citizenship, patriotism, health, and career exploration.

The next chapter focuses on comparing the four services curricula to identify areas of similarities and differences. Even though each service's program of instruction serves the same mission, "to motivate young people to become better citizens," they all contain areas of differentiation that are highly correlated to the branch of service they represent. For example, the Air Force JROTC program contains many lessons on aeronautical topics, while the Navy's program is comprised of many nautical and maritime related topics. The comparison identifies the variation in the topics that attempt to teach the same principles (i.e., leadership, citizenship, career exploration) across the four services' curricula.

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III. DETAILED COMPARISON OF SERVICE CURRICULA

The overview of the four services' JROTC curricula, the macro comparison, the detailed comparison of topics, and the goal and time allocation comparison that follow were completed utilizing the most current instructional materials for each service. These instructional materials were provided to the Naval Postgraduate School as part of a comprehensive study sponsored by the Office of the Assistant Secretary of Defense (ASD) for Personnel and Readiness Force Management Policy. The discussion that follows makes reference to these materials and a detailed list of them can be found in Appendix A.

A. OVERVIEW OF CURRICULA

1. Army JROTC Curriculum Overview

A completely revised Army JROTC curriculum with supporting materials was implemented in the Fall of 2002. This research paper is based on the new curriculum. This new curriculum was designed using the newest techniques available and is student centered with instructors facilitating learning. The emphasis of the curriculum is on a learning model in which lecture and reading is minimized, and in which group discussion, learning by doing, and teaching others is maximized.

The Army JROTC's Program of Instruction (POI) has for over 13 years focused on the development of better citizens through the instruction of skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The POI lists a

preferred sequence of lessons but is designed to be flexible by allowing host school instructors to shift and align lessons to meet their individual school needs.

The program contains materials that support a traditional four-year course. These materials are divided into four Leadership Education and Training (LET) levels that are designed to be taught in high school grades ninth through twelfth. Each level must total 180 academic hours or the same academic hours to meet the curriculum requirements for 1.0 credit in courses such as Math or English. Each LET level is comprised of seven units of instruction; each unit is divided into chapters and lessons. The seven units are:

- (1) Introduction to JROTC
- (2) Leadership Theories and Application
- (3) Foundations for Success
- (4) Wellness, Fitness, and First Aid
- (5) Geography and Earth Science
- (6) Citizenship and American History
- (7) Air Rifle Safety and Marksmanship

Table 1 delineates how many hours from each of these seven units are contained in each LET level. Note that the second and fourth year LET levels do not contain topics on "Introduction to JROTC" and the fourth LET level does not contain any topics from the "Foundations for Success" unit.

Table 1. Army JROTC Units of Instruction by LET Level

Unit Title	LET 1	LET 2	LET 3	LET 4
Introduction to JROTC	13.5	0.0	10.5	0.0
Leadership Theory and Application	31.5	25.5	27.5	54.0
Foundations for Success	21.0	27.0	30.0	0.0
Wellness, Fitness, and First Aid	25.0	32.5	11.5	16.5
Geography and Earth Science	1.5	3.0	5.5	5.5
Citizenship and American History	13.5	18.0	10.0	10.0
Air Rifle Safety and Marksmanship	15.0	15.0	15.0	15.0

Source: From Leadership Education and Training Program of Instruction, U.S. Army JROTC Cadet Command, Virginia, 2002, p. 3-2.

The first unit, "Introduction to JROTC," introduces cadets to American symbols, customs, and traditions and the history and purpose of Army JROTC. This unit also contains an introduction to the Department of Defense and a presentation of the other services' differences and similarities and their respective roles in the defense of the nation. Additionally, it provides the cadet the opportunity to self-assess his or her own motives for joining JROTC. This unit concludes with an exploration of joint operations issues and interrelationships of the services in a conflict or peacetime environment. This unit is taught across two years, LET 1 and LET 3, and is comprised of two chapters (Refer to Appendix A). The first chapter, "Foundations of Army JROTC and Getting Involved," is taught during the cadet's freshman year of high school (LET 1). The second chapter, "The Nation's Defense

Forces," is taught during the cadet's third year of JROTC instruction.

The second unit on leadership theory introduces cadets to basic leadership concepts such as leadership styles, decision making/problem solving, planning, and supervision. Cadets are given the opportunity to demonstrate their leadership potential through the application of those concepts in command and staff positions. This unit also provides cadets the opportunity to identify the impact of his or her actions on themselves as well as other team members in the areas of individual responsibility, self-reliance, follower-ship, and teamwork. The last chapter in this unit, Leadership Laboratory, gives cadets the opportunity to demonstrate proficiency as a drill participant or leader. The drill material in this last chapter can be tailored to cadets demonstrating novice to expert skills. The chapters in this unit are taught across the four LET levels as shown in Table 2.

Table 2. Army JROTC Leadership Topics by LET Level

Chapter Number/Title	LET 1	LET 2	LET 3	LET 4
1/Being a Leader	X	X		
2/Knowing How To Lead		X	X	
3/Leading Situations			X	X
4/Leadership Laboratory	X	X	X	X

Source: After Leadership Education and Training Program of Instruction, U.S. Army JROTC Cadet Command, Virginia, 2002.

The chapters in this unit are each taught across two LET levels. The last chapter, the leadership laboratory,

is taught every year and the lessons are tailored toward building leadership skills incrementally.

The third unit, "Foundations for Success," introduces cadets to skills they can utilize to maximize learning and increase future success. In this unit, cadets have the opportunity to determine and study their preferred learning style and to complete a "Personal Skills Map" that will enable them to obtain more information on how they learn and provide feedback to others. This unit also introduces cadets to proper reading techniques, study habits, and test-taking procedures.

The "Foundations for Success" unit also covers the communication process amongst individuals and the communication principles of writing, speaking, and listening. Students communicate orally and in writing as they complete this area of instruction. Further cadet development is enabled in this unit through completion of topics such as conflict resolution, teaching skills, social responsibility, service learning, and career planning. LET levels for years 1-3 each contain topics from this unit of instruction. The fourth-year LET level does not cover topics from this unit.

The fourth unit, "Wellness, Fitness, and First Aid," stresses the importance of physical fitness in maintaining good health and appearance. This unit gives cadets information on nutrients and how to obtain them, how to select the proper foods to ensure a good diet, and how to control fat. This unit also prepares cadets to help in emergency situations by teaching first aid procedures for heart attacks, strokes, choking, burns, broken bones,

poisoning, common bites and stings, and both cold- and hot-weather-related injuries. The last two chapters in this unit enhance cadets' awareness of substance abuse and intervention/prevention strategies used in the United States. This unit is covered during the first and second years of instruction. The last two years of instruction contain only the physical fitness portion of this unit, which allows the cadet to demonstrate his or her ability to pass the Presidential Physical Fitness Award (PPFA) program.

The fifth unit introduces the cadets to the components of the globe, map reading skills, and land navigation skills. Cadets are also taught an introductory lesson on orienteering where they are able to demonstrate proper orienteering techniques. This unit also introduces the student to environmental awareness and important environmental issues where they learn about recycling and alternate disposal solutions. Additionally, this unit on geography discusses basic world climates and the major factors affecting them. Finally, it explains how interactions between groups of people affect each area's cultural, economic, and political characteristics. First- and second-year cadets are taught topics dealing with the globe, map reading, land navigation, and orienteering, while third- and fourth-year cadets are taught environmental issues, exclusively.

The unit titled "Citizenship and American History" introduces cadets to the values and principles that good citizenship is based upon. Cadets in all four years of instruction are taught topics from this unit. This unit is

rich in early American History and stresses the importance of the United States Constitution and the Bill of Rights. Additionally, this unit discusses the federal judicial system, basic national values, and service to the community.

The last unit, "Air Rifle Safety and Marksmanship," teaches firearms safety and an understanding of the functions of marksmanship equipment, and demonstrates proper operation of the equipment. Marksmanship education includes the firing positions and the techniques for sight adjustment. Cadets are also exposed to the history of marksmanship and its current application as a sport. This unit is an approved JROTC elective with supporting curriculum and materials and can be taught in any year of instruction; its length is 15.0 hours.

2. Air Force JROTC Curriculum Overview

The Air Force JROTC curriculum is designed to have a balance of 60 percent Aerospace Science and 40 percent Leadership Education. Cadets study and discuss the heritage of flight and navigation, aerospace vehicles, rocketry propulsion, space travel, and aviation careers. They are also introduced to military customs and courtesies, flag etiquette, basic drill, management, human relations and communication skills.

The Air Force JROTC program is taught across four years of instruction. Each year consists of a combination of aerospace science and leadership education (See Appendix A). During the first year of instruction students are introduced to the heritage of flight, the development of airpower, and military aerospace policies. Aerospace

Science topics during this first year include the history of flight, from Greek and Roman myths to the current space program, the role of aviation in past wars and American technological changes. Leadership Education during the first year of instruction introduces the cadet to the JROTC history, mission and organization. The cadet is also taught about JROTC customs and courtesies, the flag of the United States, citizenship skills, uniform and personal appearance standards, attitude and discipline requirements, stress management, drug and alcohol abuse, and first aid. Additionally, cadets are introduced to Air Force Drill and Ceremonies by participating in drill training and activities such as flag raising/lowering ceremonies, color guard and drill team competitions, and flight formations. Cadets are also exposed to volunteerism by taking an active role in community events. Cadets are also taught proper study techniques and time management.

During the second year of Air Force JROTC, students examine the environment in which aircraft and spacecraft operate. Students learn the principles of flight and navigation as well as the requirements for human flight. This year begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, students are introduced to how that environment affects flight. Topics include the forces of lift, drag, thrust, and weight. Cadets are also taught basic navigation including map reading, course plotting, and the effects of wind. The Human Requirements of Flight portion of this second year course includes a section on human physiology where the human circulatory system is

discussed. Cadets are also introduced to the effects of acceleration and deceleration and protective equipment.

Second-year Air Force JROTC students cover leadership topics on communication processes, oral and written communication skills, effective listening techniques, and an introduction to individual and group behavior. Topics on sexism and prejudice are also contained in the second-year leadership track (See Appendix A).

The third year of Aerospace Science introduces the cadet to rocketry, propulsion systems, and space vehicles. This science course examines the earth, the moon and the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. The manned spaceflight section covers major milestones in the endeavor to land on the moon, and to orbit humans and platforms safely in space for temporary and prolonged periods. Additional topics during this year include the development of space stations, the Space Shuttle and its future, and international laws for the use of space.

Leadership instruction during the third year focuses on management skills, citizenship and ethics issues, and Arctic survival. Citizenship and ethics are discussed in specific terms addressing the government of the United States, the rights of citizens, personal standards, and a guide to making ethical decisions. The cadet also examines the full management process of planning, organizing, coordinating, directing, and controlling. Stress and financial management ideas are presented to the student through a variety of exercises geared toward succeeding in any complex situation.

The fourth and final year of Air Force JROTC focuses on completing the Federal Aviation Administration (FAA) ground-school course and applying leadership skills. This year exposes the student to aerospace interest careers and world geography. Additionally, this course emphasizes student management of the JROTC program. Key leadership opportunities are assigned to students that allow them to plan and direct unit activities. Cadets are introduced to the study of great commanders, military and political philosophers, and contemporary leaders. The purpose of this track is to let the cadet recognize how different leadership styles affect an individual's ability to influence people and events in history. Students also participate in a job search workshop where they identify personal job skills, research job opportunities, communicate with potential employers, learn to dress for success and write resumes, and search different career paths.

3. Navy JROTC Curriculum Overview

The Navy JROTC program of instruction covers eight major academic areas and is taught over a period of four years. During the first year of instruction, the basis of instruction is the Cadet Field Manual (NAVEDTRA 37128), revised in August 2002, and Introduction to the NJROTC Manual (NAVEDTRA 37133), revised in August 2001. The instructional materials for the second year consist of the Maritime History and Nautical Science and the NS-2 Maritime History and Nautical Science manuals (NAVEDTRA 37137), which were updated in August 2002. The third year of instruction is based on the Naval Science manual titled "Naval Knowledge and Naval Skills," which will be

implemented in August 2003. The final year of instruction is based on the Naval Science manual titled "Naval Science Four" of April 1995 (NAVEDTRA 37107-A).

Table 3 shows how the eight academic areas are organized across four years of Navy JROTC instruction.

Table 3. Navy JROTC Program of Instruction by Year

JROTC Year	Academic Area	Specific Topics
Year 1	Cadet Field Manual	Military Drill/Uniforms/Military Customs and Courtesies
	Introduction to NJROTC Manual	History of JROTC/Citizenship/Laws-Authority Responsibility
Year 2	Maritime History	War at Sea/U.S. Navy/Strategy and Tactics
	Nautical Sciences	Maritime Geography/Oceanography-Meteorology-Astronomy/Aeronautical Science
Year 3	Naval Knowledge	Sea Power/National Security/Laws of the Sea
	Naval Skills	Shipboard Life/Rules of the Road/Navigation-Time
Year 4	Leadership Theory	Ethics and Morals/Case Studies
	Leadership Laboratory	Positions of Authority/Responsibility for Others

Source: From <http://njrotc.org>, March 2003.

Cadets in their first year of Navy JROTC instruction are expected to learn about uniform regulations, Navy JROTC rates and U.S. Navy ranks and rates, military customs and courtesies, personnel inspections, military drills, national and organizational flags, health education, physical fitness and exercise, first aid, orienteering, survival, the chain of command, and orders to the sentry. First-year cadets are also introduced to the Navy JROTC's history, mission, and goals and policies. Freshmen are

also expected to cover topics on leadership, citizenship, and the foundations of the U.S. government. Second-year instruction concludes with a discussion of Navy ships and naval aviation.

Second-year cadets are also taught topics on maritime geography, oceanography, meteorology, astronomy and physical science. Cadets in their second year of instruction also cover topics on the heritage and tradition of America, the importance of the U.S. Navy's role in various wars throughout history, and naval history.

The purpose of the third-year course is to further develop the understanding and importance of sea power and national security, naval operations and support functions, military law, and international law and the sea. The lessons presented to the cadet during this year are related specifically to the Navy with the exception of a section on military justice and the UCMJ.

Fourth-year cadets are expected to build on the basic qualities of a good follower and an effective leader, and maximize his or her abilities in the leadership area. During this course, students are expected to develop a better understanding of leadership traits and principles and be able to apply these principles in leadership situations within the JROTC unit. Cadets are also taught about motivation, group behavior, and platoon management. Finally, cadets are expected to achieve effective communications, both orally and in writing. In summary, topics during this year deal exclusively with leadership and communication.

4. Marine Corps Curriculum Overview

The Marine Corps JROTC curriculum was approved for release in February 2002 and like the Army curriculum is designed to instill in high school students a value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. The program is comprised of the following five categories of instruction:

- (1) Leadership
- (2) Citizenship
- (3) Personal Growth and Responsibility
- (4) Public Service and Career Exploration
- (5) General Military Subjects

These categories are further divided into skills and tasks (lessons). The Marine Corps curriculum is taught over four years (three in some schools) where specific skills and tasks from each of the five categories are covered during the year of instruction. The course of instruction is referred to as Leadership Education (LE) and is taught at four levels to correspond to each year of high school.⁴¹

The first category of instruction, Leadership, introduces the cadets to all aspects of leadership and provides leadership development training. Table 4 shows how and when the skills from this category are taught across the four years of Marine Corps JROTC.

⁴¹ Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

Table 4. Marine Corps JROTC Leaderships Skills by
LE Level

Skill Number/Title	LE 1	LE 2	LE3	LE 4
1/Objectives of Leadership	X	X		
2/Core Values	X			
3/Leadership/Traits	X			
4/Leadership Principles		X		
5/Responsibilities		X		
6/Esprit de Corps		X		X
7/Proficiency		X	X	

Source: After Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

The first skill in this category defines leadership and provides the objectives of leadership. Cadets in their first and second year of JROTC instruction are expected to complete this skill. The core values and leadership traits skills are presented to first-year students only. These topics define and explain core values and the fourteen leadership traits. Second-year students are also taught leadership principles, responsibilities, esprit de corps, and proficiency skills. These topics expose the cadets to the eleven leadership principles and explain the role of the officer and noncommissioned officer. They also introduce the cadets to motivation, morale, discipline, how to positively resolve conflicts, equal opportunity, sexual harassment, and fraternization. The last skill explains the importance of proficiency at all levels and the need to evaluate performance to maintain proficiency. Third-year

students are only taught proficiency skills, and fourth-year cadets are only instructed on esprit de corps.

The second category in the Marine Corps' program of instruction, "Citizenship," provides all aspects of citizenship to include patriotism, citizenship requirements, civic responsibilities, and national defense. Table 5 shows how lessons in this category are taught across four years of JROTC.

Table 5. Marine Corps JROTC Citizenship Topics by Year

Lesson Title	JROTC Year
Defining Patriotism	1
Rights, Responsibilities, and Privileges	1
Attaining Citizenship	1
Freedom Documents	2
U.S. Citizenship	2
Portraits of Patriots	4
Great Americans and their Contributions	4
Volunteerism	1
Getting Involved	1
Keeping Current with Current Events	2, 3, 4
Plan and Conduct Special Events	3
The Communication Process	2
Political Systems of Government	2
Economic Systems of Government	2
Three Branches of Government	2
History of the U.S. Flag	2
Great American Seal	2
Declare War/Maintain Navy	3
Congress and the President	3

Source: After Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

The third category in the Marine Corps' program on personal growth and responsibility provides information and requires cadet involvement in physical fitness, health, hygiene, nutrition, social skills, written and oral communication, and personal finance. This category is taught across all four years of JROTC instruction. First-, second-, and fourth-year students do not cover personal finance topics, this topic is taught exclusively to third year cadets. Social skills topics such as practicing good manners and service etiquette are only taught to first- and third-year cadets. Health, hygiene, and nutrition topics are covered in the first two years of JROTC instruction. Finally, physical fitness training is covered across all four years of JROTC.

The fourth category, "Public Service and Career Exploration," provides the cadet information on how to prepare for a career and identify opportunities for public service. The career preparation section introduces the cadets to the importance of career preparation including portfolios, resumes, job applications and interviews, college preparation, and behavior in the workplace. This area of instruction is taught to students in all four years of JROTC. The opportunities in public service section provides information on opportunities for community service and employment in public service. The cadets also learn about military benefits, Marine officer, and enlisted opportunities, the Selective Service System, and the Armed Services Vocational Aptitude Battery (ASVAB). This section is taught to third- and fourth-year students, only.

The fifth and final category in the Marine Corps' program of instruction deals with general military subjects. This section explains all aspects of Marine Corps JROTC administration, drill and ceremonies, uniforms, clothing and equipment, customs, courtesies and traditions of the Marine Corps, rank structure, chain of command, military history, marksmanship, first aid, guard duty, land navigation, and the Uniform Code of Military Justice (UCMJ). First-year cadets are not taught topics on interior guard, UCMJ, or land navigation. Second-year cadets do not cover topics on first aid and JROTC administration. Third-year cadets only cover subjects on drill and ceremonies, rank structure, chain of command, military history, marksmanship, land navigation, and the UCMJ. Finally, fourth-year students do not cover topics on JROTC administration, first aid, or rank structure.

B. MACRO COMPARISON OF SERVICE CURRICULA

The JROTC curricula for the Army, Air Force, Navy, and Marine Corps contain areas of similarities and areas of differences across the four services. The purpose of this section is to provide a sense of the broad similarities and differences across the four services' curricula. The curricular materials referenced in Appendix A were the basis for the analyses presented in this section.

The Army JROTC curriculum also contains areas of instruction exclusive to their curriculum. These areas pertain to topics such as environmental awareness and Army organization and culture. Table 6 shows a list of topics taught only to Army JROTC cadets.

Table 6. Army JROTC Exclusive Topics

Topics Taught Exclusively to Army JROTC Cadets
The Army Part 1 - The Active Army
The Army Part 2 - The Reserve Components
Environmental Issues - Part 1
Environmental Issues - Part 2

The Air Force curriculum contains many areas of instruction dealing with the aerospace industry, aeronautical sciences, space program, and flight operations, which are taught exclusively to Air Force JROTC cadets. Tables 7 shows the topics that are only taught to Air Force JROTC students.

Table 7. Air Force JROTC Exclusive Topics

Topics Taught Exclusively to Air Force JROTC Cadets
Rocket Boosters
Orbits and Trajectories
Space Probes
Commercial Use of the Space Program
Journeying to the Moon
Developing Space Stations
The Space Shuttle
Space Law
From the Sun To The Earth
Space Beyond Earth's Orbit
Surviving and Living in Space
Physiological Results of Manned Space Flight
American Space Programs
Soviet Space Programs
International Space Programs
Humanitarian Airlifts
Origins of Flight
Early Growth of the United States
The Formative Years
World Power

Table 7. Air Force JROTC Exclusive Topics Continued

Topics Taught Exclusively to Air Force JROTC Cadets
World War I
Aerospace Medicine and Human Engineering
Protective Equipment and Simulators
Careers in the Aerospace Industry
The Golden Age of Aviation
Army Aviation During the Interwar Period
World War II
Discovering Aviation
Airplane Systems
Aerodynamic Principles
The Flight Environment
Communication and Flight Information
Meteorology for Pilots
Interpreting Weather Data Ground
Instrument Navigation
Airports, Airspace, and Flight Information
ATC Clearances
Air Traffic Control System
Airplane Performance
Navigation
Applying Human Factor Principles
Flying Cross-Country
Dual - Cross-Country
United States Air Force
Air Force Issues
Aviation Weather
Physiology of Flight
Other Careers in the Aerospace Industry

The Navy JROTC's program of instruction contains areas that are only taught to Navy JROTC cadets. These areas are related to information about Navy ships, naval aviation, maritime geography, sea power, and naval operations. Most of the history sections focus primarily on naval strategies as they relate to significant historical events. Table 8

shows the areas of instruction that are addressed only in the Navy JROTC program.

Table 8. Navy JROTC Exclusive Topics

Topics Taught Exclusively to Navy JROTC Cadets	
Navy Rates and Ranks and Courts-Martial Sword History Sword Ceremonies Nomenclature and General Rules of the Sword Commands and Movements of the Sword Manual Positions of the Guidon Sea Power and Early Western Civilization The Growth of American Sea Power 1783-1860 The Civil War, 1861-1865 The Rise to World Power Status 1865-1914 World War I, 1914-1918 The Interwar Years, 1918-1941 World War II: Atlantic War, 1941-1945 World War II: Pacific War, 1941-1945 Earth's Oceanography History Undersea Landscapes Life in the Seas	The Mission of Navy Ships Ship Terminology Navy Ships Background of Naval Aviation Maritime Geography of the Western Seas Maritime Geography of the Eastern Seas Buoyancy Basic Electricity Electronics Sound and Sonar The Importance of Sea Power The U.S Merchant Marine Naval Operations Naval Communications Naval Intelligence Navy Logistics Navy Research and Development International Law and The Sea International Law of the Sea The Law of War at Sea Seawater: Its Makeup and Movements

The Marine Corps JROTC's military history section emphasizes the role of the Marine Corps throughout history. This emphasis is not done in any of the other three JROTC curricula. Its chain of command section contains areas that apply only to Marine Corps JROTC cadets such as the Marine Corps posts and stations and the Marine Air-Ground

Task Force. Table 9 delineates specific topics taught to Marine Corps JROTC cadets only.

Table 9. Marine Corps JROTC Exclusive Topics

Topics Taught Exclusively to Marine Corps JROTC Cadets
Marine's Hymn
Marine Corps Birthday
Marine Corps Symbols
Marine Corps JROTC Rank Structure
Marine Corps Rank Structure
Marine Corps Rank
MCJROTC Unit Chain of Command
Marine Corps Chain of Command
Marine Corps Posts and Stations
From the Halls of Montezuma
Growth in Size and Stature
World War II and the Korean War
The Marines in the Modern Era
U.S. Marine Corps - The Early Years (1175-1815)
A Nation Takes Shape
The Marines Have Landed
The War to End All Wars
In Between Wars (1919-1941)
1942
1943
1944
1945
The Marine Air-Ground Task Force

The four services' curricula contain many areas of similarities across the lessons and topics taught in each program. Table 10 shows topics that can be found in at least two programs of instruction, but mostly in all four services' curricula.

Table 10. JROTC Topics Common to the Service Curricula

Topics Taught Across the Four Services' JROTC Curricula	
Leadership	Introduction to Military
Citizenship	Public Service
Health Education	Management Skills
Drugs, Alcohol, and Tobacco: Use and Abuse	Military Justice
Physical Fitness and Exercise	Geography
First Aid	Astronomy
Orienteering	Military Drill
Map Reading	Uniforms
Land Navigation Techniques	Conflict Management
Survival	Career Exploration
Chain of Command	Career Paths
Communication Foundations	Study Skills
Financial Planning	Awards and Decorations
Social and People Skills	Decision Making
Rank Structure	Personnel Inspections
	National Defense
	Marksmanship

Some of these topic areas of instruction are very similar to each other while other areas contain a specific service focus in them. These specific similarities and differences are discussed further in the next section as each area of instruction is addressed individually.

C. DETAILED COMPARISON BY TOPIC

1. Military Subjects

a. Introduction to JROTC, Military Customs, Courtesies, and Traditions, Promotions, Awards, Rank Structure, Uniforms

The service curricula contain areas in all four years where cadets learn about military customs, courtesies, and traditions. Students across all four services also learn about promotions, awards, rank structure and the proper wearing of the JROTC uniform. The Marine Corps is the only program lacking a formal

introduction to the JROTC program, but it does address the same topics covered by the other three services in other sections of its program of instruction.

The Army, Air Force, and Navy JROTC programs of instruction begin their course with an introduction to their respective JROTC programs in which cadets are expected to state the history of Junior ROTC, define the mission, goals and objectives of the program, and outline the chain of command and cadet structure. The Navy's program also presents the students with an overview of the naval science curriculum and delineates the benefits of the Navy JROTC program. The Navy introduces its core values to the cadets during this introductory course. The Air Force JROTC program, too, introduces the subject of core values and the importance of discipline in the cadet corps.

The proper wearing of the JROTC uniform is a subject common to all four curricula. It provides information on uniforms, clothing, and equipment in accordance with regulatory guidelines. The objectives of this area of instruction are to teach cadets how to maintain a professional personal appearance, identify various uniforms, properly wear and care for the uniform, and demonstrate knowledge of uniforms, insignia, and grooming. The main difference in this area across the curricula is the specific uniform addressed, which depends on the branch of service JROTC that the cadet is attending. The same is true with the subject of awards, decorations, rank and structure; it is dependent on the JROTC branch of service. The Marine Corps' program is unique in that it not only covers Marine-Corps-specific rank and structure

but also the rank and structure of the other three services.

Military customs, courtesies, and traditions are subject areas common to all of the four services curricula. Students across the four services curricula are expected to explain the types of military customs to include their purposes and when courtesies are rendered. They are also taught how to describe the sequence of events in military ceremonies and events. Additional topics include rendering salutations, reporting, and pledging allegiance to the flag. The services curricula differ in areas where they expose the cadets to specific events that are unique to their respective branch of service. For example, Marine Corps cadets are expected to know how to sing the Marine Corps' hymn, Air Force cadets are expected to recognize Air Force JROTC insignia and grade, Navy students are expected to describe and recognize the rates and ranks of active duty Navy personnel, while Army cadets must match Army ranks to their proper titles.

In summary, this area of instruction is similar in its objective of teaching the cadets the proper wearing of the uniform, military customs and courtesies, rank and structure, awards, and the basic understanding of the origin and purpose of the cadet corps. The services' curricula differ in areas where the unique differences between the branches of service that each JROTC program represents must be addressed in order for the instruction to be meaningful and applicable to the cadets' unit. Refer to Appendix B for a detailed list of lesson objectives for the four curricula on this area of instruction.

b. Marksmanship

Marksmanship topics are only present in the Army and Marine Corps JROTC programs of instruction. Air rifle safety and marksmanship are elective subjects in the Army's curriculum. The Marine Corps' program delivers this subject to its cadets throughout all four years of instruction.

Both programs introduce the cadets to the historic applications of marksmanship and its current application as a sport. They also teach firearms safety and an understanding of the functions of marksmanship equipment, and demonstrate proper operation of the equipment. The different firing positions are described and the techniques for sight alignment are discussed for every position.

In summary, both curricula on marksmanship are identical in scope and range of subjects. Refer to Appendix B for a detailed list of lesson objectives for the curricula on marksmanship topics.

c. UCMJ and Military Justice

The subject of Uniform Code of Military Justice (UCMJ) is not taught across the four services' curricula. The Army curriculum teaches military justice to its cadets, as an elective subject under the citizenship unit of instruction, and it is only 90 minutes long (one lesson). During this only lesson, students identify the four factors that determine whether a crime is service-connected and the rights of an accused person under the military justice system. They also learn about the procedures for administering and imposing nonjudicial punishment, and

differentiate between the three levels of courts martial. In contrast, the Air Force program carries no topics on military justice in any of the four years of JROTC instruction.

Navy cadets are introduced to the UCMJ during their third year of JROTC instruction and spend ten sessions on military justice topics, far more than any other JROTC curriculum. Cadets are expected to demonstrate an understanding of military justice and how it relates to the Navy. They are also expected to describe the relationship between the U.S. Constitution and Military Law and describe the aspects of Navy Regulations. Additionally, they explain the purpose of the UCMJ, cite the composition of the UCMJ articles, and describe the procedures for conducting a preliminary investigation leading to Captain's Mast. Lastly, Navy cadets describe the procedures for applying discipline and punishment in the Navy and describe the process of apprehension, arrest, restriction, and confinement used in the Navy.

Marine Corps cadets begin their military justice instruction during their second year of instruction. Military justice topics are covered during the cadets' last three years of JROTC instruction and cover subjects such as the UCMJ, the rights of the accused, types of court martial, and punishments and discharges. Senior Marine Corps cadets conduct a mock trial where they put into practice military justice concepts learned during the second and third year of instruction.

In summary, military justice is not present in all four services' curricula and its scope and length vary

considerably. The Army's program of instruction on this topic is very brief, only one lesson long. In contrast, the Navy spends ten sessions and covers a myriad of topics with some specifically related to the Navy. The Marine Corps also covers many topics and includes a practical application, or mock trial, not seen in any of the other three services' curricula.

d. Drill

Drill topics give cadets the opportunity to demonstrate proficiency as a drill participant and/or drill leader during drill (with or without arms), inspections, and/or ceremonies and to demonstrate leadership potential in an assigned command or staff position within the cadet battalion. Drill time also gives cadets practical time exercising theories and practices learned in other leadership lessons.

All four curricula carry drill subjects where the cadets relate their leadership skills to the JROTC organization. Each curriculum specifies service specific items, which are embedded in each drill program of instruction. For example, the Army's program covers drill movements with the M-1903 and M-1 rifle while the Air Force's program teaches drill of the flight and drill of the squadron.

Beyond these differences, drill procedures across the four curricula are standardized and cover the basics to include drill movements, flag honors, steps and marching, taking charge, formations, inspections, and formations. All JROTCs perform drill practice throughout the four years of instruction.

2. Academic Subjects

Academic subjects are taught across all four services' curricula. These academic subjects differ across the service curricula. Some academic subjects are unique to a certain service JROTC, and some subjects are taught across all services' curricula.

The Army's program of instruction contains academic subjects such as geography, land navigation, air navigation, map reading, and environmental issues. Freshmen Army cadets are taught geography topics where they are introduced to the components of the globe, including the poles, the equator, latitude and longitude, the oceans, and the continents. Sophomore students cover orienteering and map reading subjects where they begin with an introduction to the standard map, as well as the topographical map. Additionally, they are expected to demonstrate proper orienteering techniques. Third-year cadets cover more advanced geography subjects and are introduced to environmental issues where they develop global awareness and recognize environmental issues. Senior Army cadets cover additional geography and environmental issues topics where they continue to build their knowledge of the environment.

The Air Force curriculum covers many academic subjects but only geography, astronomy, meteorology, and some aspects navigation and map reading are common to the other three curricula. Meteorology, navigation, map reading, and astronomy are taught to second-year cadets. Geography is taught to senior cadets. The Air Force's navigation topics focus on air navigation and not on land navigation like the

other three services. The Army's program does contain an additional section on air navigation in addition to land navigation topics.

The Navy's program of instruction covers academic subjects such as orienteering, land navigation, map reading, meteorology, astronomy, physical science, oceanography, and maritime geography. Freshmen cadets are introduced to the academic topics on orienteering, land navigation, and map reading where they are expected to demonstrate knowledge and understanding of orienteering and apply that knowledge to land navigation and orienteering field activities. Sophomore Navy cadets study maritime geography, oceanography, meteorology, astronomy and physical science. Topics on maritime geography and oceanography are exclusive to the Navy's JROTC program. The Navy's program is also the only one to cover topics related to the physical sciences such as buoyancy, basic electricity, electronics, and sound and sonar. The Navy and the Air Force are the only two services to cover astronomy and meteorology subjects. The Air Force's program is more technical and applies the concepts taught to flight applications and space exploration. The Navy's program only covers basic astronomy and meteorology concepts.

The Marine Corps' JROTC track also carries academic subjects in its program of instruction. Marine cadets cover only land navigation, map reading, and orienteering subjects over a 12-session span. Sophomore students are introduced to land navigation and map reading topics,

third-year cadets cover more advanced land navigation subjects while seniors study orienteering.

In summary, the Army and Marine Corps's programs parallel each other very closely by covering subjects on land navigation, map reading, and orienteering. The Army and Marines Corps' programs do differ in that the Marine Corps' program fails to cover any geography or environmental topics. The Navy's program contains unique subjects such as maritime geography and oceanography. The Air Force, like the Army's program, contains an extensive geography subject of instruction but many of its other academic subjects are related to space and aviation.

3. History Subjects

The area of instruction dealing with history subjects varies in great detail across the services' curricula. For example, the Army's program of instruction covers historical events as they pertain to citizenship skills, while the Air Force covers a myriad of historical events as they relate to aviation. The Navy, like the Army, also covers history topics relating to citizenship skills but also introduces events in history as they relate to sea power and naval strategy. The Marine Corps' curriculum brings historical events as they pertain to citizenship and patriotism, but also introduces cadets to an extensive historical timeline where Marines throughout history are the main characters.

In summary, the Army, Navy, and Marine Corps' programs cover history subjects as they relate to citizenship and these areas are covered in very similar fashion. The Air Force does not cover history subjects as they relate to

citizenship skills. Even though all four services' curricula cover the same historical timeline, the focus is very divergent across the services.

4. Leadership Subjects

The four services' JROTC curricula support the development of the cadet by preparing high school students for leaderships roles. Each service curriculum contains an area of instruction where leadership concepts and their application are taught to the cadets. Even though the curricula across the services vary in length, scope, and practical application, the basic premise of developing leaders is evident in each individual curriculum. This section further explores the specific differences and similarities across the curricula as they relate to leadership subjects.

The Army's program of instruction on leadership topics is presented to the cadets throughout their four years of JROTC instruction. The Army's leadership topics are comprised in a unit of instruction titled "Leadership Theory and Application," which is divided into four chapters with the last chapter intended as a leadership laboratory chapter (See Appendix A). This unit introduces cadets to basic leadership concepts and provides the cadets with the opportunity to demonstrate and be assessed on their leadership potential through the application of those concepts in command or staff positions. This unit also covers human needs as well as race relations and equal opportunity. It also introduces cadets to mentoring and prepares them to participate in a mentoring relationship.

The leadership laboratory chapter is mostly about drill procedures and practice.

First-year cadets are introduced to basic leadership concepts where they identify leader behaviors that create the desire to follow, identify the development of leadership, and describe environmental changes that affect leadership. Freshman cadets also learn that different people have different values based on their life's experiences and identify four categories of leadership character and competence. Additionally, first-year students are introduced to basic drill procedures during the leadership laboratory; these basic drill techniques serve as building blocks in which they build competence as they go through their JRTOC program of instruction. Basic drill topics covered during this first year include stationary movements, steps and marching, squad drill, platoon drill, and drill history.

Sophomore cadets concentrate on leadership topics dealing with culture and individual diversity where they describe the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment. Second-year students also cover topics on power bases and influences, styles of leadership, management skills, communication, motivation, and leadership development. During the second year leadership laboratory, students further their knowledge of drill procedures by taking charge of the drill team and understanding company formations and movements.

Cadets during their third year of instruction concentrate on goal setting and leading situations. They

are expected to demonstrate the value of goal setting for task achievement and describe individual and small group goal-setting behavior and achievement motivation. Additionally, third-year cadets are exposed to the leadership concepts of performance indicators, negotiating, decision-making and problem solving, and planning. During their leadership laboratory they learn how to form, inspect, and dismiss a battalion.

Senior Army JROTC cadets conclude their leadership instruction with more advanced topics such as leading meetings, supervising, team development, project management, and mentoring. Seniors are expected to demonstrate knowledge of what the leader's roles are and apply this knowledge through meeting practices, team development, and project management. The leadership laboratory covers drill leader responsibilities and skills exclusively.

The Air Force JROTC curriculum on leadership education is an integral part of each year's instruction. Many after-school activities provide the cadet with a proving ground for newly learned leadership skills. These activities include drill teams, model rocketry clubs, and formal cadet management of the corps. Even though leadership topics such as proper uniform wear and basics of drill are covered in the first year of instruction, cadets are first introduced to basic leadership concepts during their second year of Air Force JROTC instruction. The focus of instruction for third-year students is on management skills and ethics topics. Fourth-year cadets perform their leadership learning in a laboratory

environment where they put into practice the leadership and management concepts that they have previously learned.

As mentioned above, Air Force JROTC students are introduced to leadership concepts during their second year of instruction and are expected to define leadership, describe the fundamental elements of leadership, identify mission and people as two important factors for leadership, and describe the potential traits of a potential leader. Students are also expected to explain the leadership principles and give examples of the principles of leadership. Cadets must also differentiate between the terms leadership and management and understand the different styles of different leaders. The program also covers areas dealing with followership, Air Force core values, and the supervisor-follower relationship. Second-year cadets conclude their leadership instruction with the concept of building teamwork, an area of instruction not seen in the Navy JROTC's program.

Third-year Air Force JROTC cadets study management concepts and their importance in an organization. This area includes topics on conflict resolution, delegation of authority, personal value differences, and defense mechanisms and relationships. After covering the basics of management, students go on to more advanced topics such as problem solving, decision making, negotiation, mentoring, self-development and managing time. Cadets conclude this third year by mastering concepts such as managing information, managing other people, and developing people skills essential to effective leadership and management.

Senior cadets of the Air Force JROTC program use the theories and techniques learned in previous leadership courses. They practice decision-making skills and develop leadership and management competency through participating and doing. These students actively hone their leadership and organizational skills by performing hands-on activities such as participating in drill teams and holding cadet offices.

The Navy JROTC's program of instruction introduces leadership concepts to its students during the first year of instruction, which consists of the following six lessons:

- (1) Followership
- (2) Leadership
- (3) Leadership Opportunities in NJROTC
- (4) Motivation
- (5) Relationships
- (6) Attitudes and Emotions

During the first year of Navy JROTC leadership instruction, students are expected to demonstrate knowledge of followership and leadership principles, leadership opportunities in the Navy JROTC, and interpersonal skills such as motivation, attitudes, and emotions. Cadets are also expected to describe the different types of followers, describe the qualities of a good follower, define leadership, cite the traits of an effective leader, and discuss the range of leadership styles of successful leaders. Students also cover topics dealing with Maslow's priority of human needs, how people are motivated, how senior and subordinate relationships work in military

situations, and how an individual's attitude influences others around him or her. Additional topics addressed during the first year of instruction include prejudice, sexual harassment, conflict resolution, and rewards and punishments.

During their last year of Navy JROTC instruction, cadets review and discuss the basic principles of leadership. They also cover the importance of leadership by example with a special emphasis placed on ethics and morals involved in leadership situations. Case studies of actual situations involving leadership decisions about right and wrong are utilized to help the student's understanding of the role of the leader. Additional topics covered during the fourth year include group dynamics, human motivation, chain of command and communication, basic drill procedures, personnel inspections, and the authority and responsibilities of the military leader. Cadets are also exposed to a practical portion where they have the opportunity to serve in positions of authority in the unit. Students are expected to plan, influence, and direct the efforts of the unit members in accomplishing a mission. Finally, the Navy JROTC's program does not differentiate between leadership and management concepts and only covers group dynamics, which does not expand on the topic of teamwork. Problem solving and decision-making are not formally addressed in the program of instruction.

The Marine Corps JROTC's program contains twenty-two lessons on leadership, which introduces cadets to all aspects of leadership and provides leadership development training. Leadership topics are taught across all four

years of instruction with most lessons introduced during the second year of instruction. Freshman students begin their leadership instruction by defining leadership, understanding core values, and using introspection to develop leadership traits. Second-year students study leadership primary and secondary objectives, the eleven leadership Marine Corps principles, and responsibility, accountability, and authority. They also cover the role of the noncommissioned officer (NCO) and the officer, and motivation. Third-year cadets develop leadership proficiency by conducting individual and team training, evaluating and recording performance, and understanding the importance of inspections and evaluations. Finally, senior Marine Corps cadets concentrate on group dynamics, morale and conflict resolution. They also cover topics such as equal opportunity, sexual harassment, and fraternization.

In summary, the curricular areas across the four services all define basic leadership concepts and styles of leadership. Commonalities are also found in the presentation of topics such as sexual harassment, conflict resolution, relationships, group dynamics, motivation, inspections, goal setting, and cadet evaluations. The Navy's program does not differentiate between leadership and management, a distinction the other three programs of instruction make. The Air Force JROTC curriculum spends many lessons on management principles such as the evolution of management, managing information, managing other people, and managing time. This lengthy concentration on management principles is not seen in the Army and Marine Corps's programs of instruction. The Army's program is unique in its presentation of a project management lesson.

Both the Marine Corps and the Air Force cover topics on core values as they pertain to their specific service. The Marine Corps program introduces a lesson on Marine discipline, a topic not encountered in the other three services' curricula.

In spite of their specific differences, the curricula for all four services cover the basic objectives of developing an effective leader and demonstrating the skills of an effective leader in various leadership situations. The Marine Corps and Army parallel each other very closely except for some topics such as core values and discipline. The Army incorporates its drill procedures into the leadership unit of instruction, the Navy's program does this only briefly while the Air Force and Marine Corps' programs deal with drill procedures separately. Refer to Appendix C for a detailed list of lesson objectives for the four curricula on leadership development subjects.

Table 11 summarizes the results of a side-by-side comparison of the four services' curricula on the topic of leadership. The major topics are listed on the left and the presence or absence of these topics in each curriculum is indicated by a "yes" or "no" under each service.

Table 11. Leadership Topics Comparative Analysis

Topic	Navy	Marine Corps	Air Force	Army
Leadership Defined	Yes	Yes	Yes	Yes
Human Needs	Yes	No	Yes	Yes
Conflict Resolution	Yes	Yes	Yes	Yes
Decision Making	No	No	Yes	Yes
Mentoring	No	No	Yes	Yes
Teamwork	No	Yes	Yes	Yes
Leadership Styles	Yes	Yes	Yes	Yes
Management Skills	No	Yes	Yes	Yes
Goal Setting	Yes	Yes	Yes	Yes
Communication	Yes	Yes	Yes	Yes
Negotiating	No	No	Yes	Yes
Planning	Yes	No	Yes	Yes
Drill Procedures	Yes	No	No	Yes
Cadet Evaluation	Yes	Yes	Yes	Yes
Followership	Yes	No	Yes	Yes
Core Values	No	Yes	Yes	No

5. Social Subjects

a. Citizenship

The curricula for the Army, Air Force, Navy, and Marine Corps JROTC all contain a major strand or area of instruction dealing with citizenship skills where students gain insight into the ethical values and principles that underlie good citizenship. This area differs in scope and length of instruction across the four services' curricula. Areas of similarities also exist in the teaching of citizenship across the four curricula.

The Army JROTC's unit on citizenship introduces cadets to the values and principles that underlie good citizenship. Attention is given to the importance of the United States Constitution and the Bill of Rights. Emphasis is also placed on the responsibilities of U.S. citizens, basic national values, the U.S. federal justice system, and service to the community. The Army's JROTC combines citizenship with American History where cadets are introduced to a variety of significant events and historical figures that contributed to our nation's history. The Army's curriculum is divided into the following eight chapters:

- (1) You the People - The Citizenship Skills
- (2) Your Job as an American Citizen
- (3) You the People - Majority and Consensus
- (4) The Founding of a Nation (1776-1814)
- (5) Growth of a Nation (1815-Present)
- (6) The Federal Judicial System
- (7) Sources of Power
- (8) Advanced Citizenship and American History

The first curriculum chapter introduces cadets to the You the People Citizenship Skills and its foundation in the Preamble to the United States Constitution. This chapter provides cadets the opportunity to practice these skills before they begin the "You the People Citizen Action Group" process in the third chapter (See Appendix A).

The second chapter of the program of instruction addresses the legal basis for citizenship and the misconceptions and qualifications for being an American citizen. It also emphasizes the amendments that protect

the rights of the American citizens, the Bill of Responsibilities, and the characteristics of participating American citizens. As mentioned before, the third chapter allows the cadet to work in teams to reach a simple majority and consensus. This chapter is crucial in allowing the cadet to work within a group with a common goal.

The fourth and fifth chapters are the history chapters and begin with a discussion of significant events during the years 1776-1814 and 1815-Present that helped shape and develop our Constitution, government, and the history and citizenship of Americans. The sixth chapter shows the cadet how the federal judicial system works and teaches him or her the three levels of local law enforcement agencies and how they function. The seventh chapter introduces the cadet to the legislative branch of government and sources of power within the government. It also introduces the executive branch and its Constitutional and informal qualifications. The final chapter allows cadets to further explore the "You the People" process and the current state of our government (See Appendix A).

The Air Force JROTC unit on citizenship is contained in the Leadership Education I course (See Appendix A), specifically the Aerospace I portion. This section explains why courtesies are rendered to the United States flag and the National Anthem. The cadets are expected to model being "good," democratic citizens and study different forms of government. They are also expected to state the purpose of the constitutional amendment process and identify the freedoms granted by the

first amendment. This section also covers the American Flag, the National Anthem, and the Pledge of Allegiance. The Air Force JROTC curriculum is concise in its objectives and does not cover areas such as the early American History and the process of becoming an American citizen. These areas are, however, contained in the Army, Marine Corps, and Navy JROTC curricula.

The Navy JROTC's unit on citizenship covers the following topics and is combined with a section pertaining to the foundations of the U.S. government:

- Laws, Authority, Responsibility
- The Role Of Government
- Students' Role as Citizens: Rights and Responsibilities
- The Declaration of Independence
- The Constitution of the United States
- National Defense
- Organization of the Navy

Navy JROTC cadets are expected to demonstrate knowledge of and respect for the responsibilities of loyal citizens in a democratic society. They are also expected to demonstrate knowledge of how the Declaration of Independence and the Constitution of the United States established the foundation for how our democratic form of government operates to protect the rights of, and defend the citizens of the United States.

The Navy JROTC curriculum on citizenship contains a service-specific section on the organization of the Navy. This section discusses the overall mission of the Navy and allows cadets to differentiate between Navy operating forces and the Navy shore establishment. The Army, Marine Corps, and Air Force JROTC curricula do not contain service-specific sections.

The Marine Corps JROTC curriculum states that the purpose of this area of instruction is to provide all aspects of citizenship to include patriotism, citizenship requirements, civic responsibilities, and national defense. This category of instruction is divided into three skills sets (Patriotism, Civic Responsibilities, and National Defense). The skills set on patriotism contains the following seven lessons:

- (1) Defining Patriotism
- (2) Rights, Responsibilities, and Privileges
- (3) Attaining Citizenship
- (4) Freedom Documents
- (5) U.S. Citizenship
- (6) Portraits of Patriots
- (7) Great Americans and Their Contributions

The above lessons address topics on citizenship and well as American history. The lesson objectives for the patriotism skills set contained in the Marine Corps JROTC curriculum demonstrate this emphasis. These lesson objectives demonstrate how cadets are introduced to patriotism, citizenship and its requirements, major freedom documents of the United States, and noteworthy American patriots. They also examine the roles of the cadet as an

American citizen; assess the rights and responsibilities of citizenship; the cadet's understanding of the institutions and practices of government created during the Revolution and how these were revised to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

The skills set on civic responsibilities enables the cadet to understand volunteerism, getting involved, planning, and conducting special events. It also stresses the importance of staying abreast of current events. It lets the cadet examine his or her role as an American citizen.

The third and final skill under the category of citizenship in the Marine Corps' program of instruction is national defense. This skills set explains the systems of government, branches of government and history of the U.S. flag and the Great American Seal. It also contains the requirements for the declaration of war. After completing this skills set, the cadet is expected to understand global and economic trends in the "High Period of Western Dominance;" describe how power and responsibility are distributed in the government; assess his or her knowledge of the U.S. flag and the Great American Seal; and understand the U.S. role in world affairs.

In summary, the four services' curricula demonstrate differences as well as similarities in their presentation of the topic of citizenship. All four curricula stress the importance of being a good citizen. Another similarity across the curricula is in the area of

the branches of government, the Constitution, and the rights and responsibilities of a democratic citizen.

The Army places unique emphasis on teamwork and real-world applications of the "You the People" process of government. The Army JROTC curriculum also contains advanced topics on citizenship not present in the other three curricula. These topics include group projects and research paper requirements. The Air Force JROTC curriculum is the only one not containing a section on how to become an American citizen. It also lacks early history topics and the Preamble. The Navy JROTC curriculum contains an additional section on the organization of the Navy not present in any of the other three curricula.

In spite of their specific differences, the basic objectives of becoming a good citizen and understanding how our Nation developed into what it is today, a democratic society, are the basis for all four curricula. Refer to Appendix D for a detailed list of lesson objectives for the four curricula on citizenship.

Table 12 summarizes the results of a side-by-side comparison of the four services' curricula on the topic of citizenship. The major topics are listed on the left and the presence or absence of these topics in each curriculum is indicated by a "yes" or "no" under each service.

Table 12. Citizenship Topics Comparative Analysis

Topic	Navy	Marine Corps	Air Force	Army
The Preamble	Yes	Yes	No	Yes
Citizenship Skills	Yes	Yes	Yes	Yes
Becoming an American Citizen	Yes	Yes	No	Yes
Participating American Citizens	Yes	Yes	Yes	Yes
Rights, Responsibilities, Privileges	Yes	Yes	Yes	Yes
The Constitution	Yes	Yes	Yes	Yes
The Great American Seal	No	Yes	No	No
The American Flag	No	Yes	Yes	No
Federal Judicial System	Yes	Yes	Yes	Yes
Branches of Government	Yes	Yes	Yes	Yes
Early American History	Yes	Yes	No	Yes
National Defense	Yes	Yes	No	No
The Declaration of Independence	Yes	Yes	No	Yes

b. Career Planning, Career Exploration, Opportunities in Public Service/Study Skills

The curricula for all four services contain areas of instruction that relate to career planning, career exploration, opportunities in public service, and study skills. The length and scope of this area of instruction vary across the four services' curricula. This section explores in detail these differences and also any similarities between the curricula across the four services.

The purpose of the Army JROTC's career-planning chapter is to increase cadets' knowledge and to give them the opportunity to apply basic concepts of career exploration strategy and planning. Third year cadets are taught career planning topics. Study skills are taught to first-year cadets. The Army JROTC program of instruction, unlike the Navy JROTC, does not combine the study skills and career planning areas of instruction. They are taught in separate areas of the curriculum in contrast to the Navy's program, which are contained in the same lesson.

The Army JROTC's career planning section is divided into the following five lessons:

- (1) Career exploration Strategy
- (2) Career Development Portfolio
- (3) Civilian Career Opportunities
- (4) Military Career Opportunities
- (5) College Preparation

The objectives of these lessons are to identify personal strengths and interests and link them to possible career paths, explain why developing and maintaining a career development portfolio is important, identify career/jobs of interest, explain the difference between the three career paths available in the U.S. Armed Forces, and examine whether college is right for the cadet. Students in this program are exposed to various hands-on activities not seen in the Navy JROTC's program such as creating a personalized career development portfolio, developing a plan of action and timeline to realize career goals, and completing a job application, self-analysis, resume, and personal skills map.

The Army JROTC's study skills section includes the following five lessons:

- (1) Becoming an Active Learner
- (2) Reading for Meaning: Comprehension Strategies
- (3) Reading for Meaning: Vocabulary Strategies
- (4) Study Habits That Work For You
- (5) Test Taking Techniques

These lessons cover concepts such as active learning versus passive learning, purpose of reading, reading comprehension, time management techniques, study habits, and effective test taking techniques. The Navy JROTC's study skills area of instruction is more general in scope and does not cover reading comprehension topics or time management techniques.

The Air Force JROTC program of instruction contains a very diverse and broad array of topics and lessons on career exploration and college. Its section on college preparation is by far the most comprehensive of the four services' curricula. The section on careers in the aerospace industry is unique to the Air Force curriculum. Air Force cadets are taught career exploration and college preparation in their fourth year of instruction. The Air Force JROTC program does not include a section on study habits, but it covers time management in a different area of the curriculum.

The Air Force JROTC's lesson on college preparation, like the Army's and Marine Corps', is very comprehensive and covers topics such as the benefits of higher education, types of colleges, funding options, admission requirements, and how to select a major or career

field. The Navy's program does not contain any subjects relating to college preparation.

Another similarity that the Air Force curriculum shares with the Army and the Marine Corps is in the area of career exploration and its many hands-on career-planning activities. The Air Force's program on career exploration consists of lessons dealing with personal skills inventory, resume writing, job applications, interviewing techniques, public service, and military careers. The Navy's program is very limited and does not cover any of these topics.

The Navy JROTC's career planning section is very brief and only one lesson long. The program of instruction objectives are limited to identifying short-term, mid-term and long-term goals, developing good study habits, preparing to take tests, and making career choices. Additionally, this program discusses the eligibility requirements for admission to the U.S. Naval Academy and the benefits of the Navy JROTC college scholarship program. A major part of the career planning section involves study habits and test taking techniques. Career choices and career preparation techniques sections are limited to five out of eleven total. Finally, public service opportunities are limited to Navy related fields.

The Marine Corps JROTC curriculum also contains a category on career exploration and public service. An area of instruction on study skills is contained in the written and oral communications section of the program of instruction. The Marine Corps program covers the career exploration topics throughout the four years JROTC

instruction. The study skills lesson is taught only during the cadets' first year.

The Marine Corps program states that the objective of the career exploration section is to introduce the cadets to the importance of career preparation that includes portfolios, resumes, job applications and interviews, college preparation and behavior in the workplace. The Marine Corps' program, like the Army's program, consists of many hands-on activities in which the cadets create a portfolio, complete a job application and participate in a job interview, and prepare a resume.

The purpose of the public service section in the Marine Corps' curriculum is to provide information on opportunities for community service and employment in public service. It also explains military benefits, Marine officer, and enlisted opportunities, the Selective Service, and the ASVAB. The Army and Navy JROTC programs have similar sections to this one in which military benefits and enlistment opportunities are also explained.

The study skills lesson in the Marine Corps' program is very brief and covers very general effective study skills concepts. The lesson is primarily about note-taking techniques. This section does not cover an area of instruction on test taking or active/passive learning.

In summary, the career exploration and study skills areas of instruction in the four services' curricula demonstrate differences as well as similarities in their presentation of the topic. All four curricula explain military benefits and careers in the Armed Forces.

Additionally, all four programs of instruction discuss when and how to make career choices.

The Army's program is unique in its introduction of learning styles and active learners. The Air Force's program is the only one to cover careers in the aerospace industry such as NASA and the FAA although it lacks a section on study skills. The Navy JROTC curriculum contains an additional section on the how to apply to the U.S. Naval Academy not present in any of the other curricula. The Marine Corps places unique emphasis on behavior in the workplace, a topic not found in any of the other three curricula. The Army, Marine Corps, and Air Force curricula all contain college preparation topics, which cover everything from choosing a college to funding a higher education.

In spite of their specific differences, three of the curricula (Army, Air Force, and Marine Corps) cover the basic objectives of making career choices, preparing for college, and developing a comprehensive skills inventory. The Navy's program on career planning is very brief and fails to cover these areas; it falls short of the other three curricula. Refer to Appendix D for a detailed list of lesson objectives for the four curricula on career exploration and study skills.

Table 13 summarizes the results of a side-by-side comparison of the four services' curricula on the topic of career exploration and study skills. The major topics are listed on the left and the presence or absence of these topics in each curriculum is indicated by a "yes" or "no" under each service.

Table 13. Career Exploration/Study Skills Topics
Comparative Analysis

Topic	Navy	Marine Corps	Air Force	Army
Study Habits	Yes	Yes	No	Yes
Test Taking	Yes	No	No	Yes
College Preparation	No	Yes	Yes	Yes
Resume Writing	No	Yes	Yes	Yes
Job Application	No	Yes	Yes	Yes
Public Service Opportunities	No	Yes	Yes	Yes
Military Benefits	Yes	Yes	Yes	Yes
Skills Inventory	No	Yes	Yes	Yes
Interviewing Techniques	No	Yes	Yes	No
Learning Styles	No	No	No	Yes
Time Management	Yes	No	Yes	Yes
Military Service	Yes	Yes	Yes	Yes
Career/Job Choices	Yes	Yes	Yes	Yes
Career Portfolio	No	Yes	No	Yes

c. Written and Oral Communications

Written and oral communications topics are part of each JROTC curriculum. This area of instruction explains and requires demonstration of the cadets' written and oral communication skills. Cadets are introduced to the communication process among individuals and the communication principles of writing, speaking and

listening. One of the main differences in the communication area of instruction across the services is the year(s) in which cadets are taught written and oral communication skills.

For example, the Army JROTC program teaches communication skills to freshman and sophomore students. The Air Force JROTC program of instruction presents communication topics to its second-year cadets only. Lastly, the Navy introduces its communication skills' training to senior cadets while the Marine Corps program exposes their cadets to communication skills' training during all four years of instruction. Another key difference is the presence of a topic dealing with group communication. The Army JROTC program is the only one that introduces the group communication process to its cadets. The Marine Corps program is unique in its requirement that students prepare and teach a lesson and write a formal research paper.

Army JROTC freshmen begin their communication skills instruction by applying the communication model to interpersonal interactions. They are expected to differentiate between verbal and nonverbal means of communication and use each appropriately. These cadets also learn how to become better writers by examining their own writing skills, communicating using a variety of writing techniques, and determining situations where writing is an appropriate form of communication. They also learn to become better listeners by identifying ways to improve effective listening skills and explaining how barriers prevent effective listening. Finally, freshmen

are taught how to create better speeches by analyzing speeches for content and delivery.

The Army JROTC program concludes its communication skills training during the second year of instruction with topics such as communicating in groups and the roles present during group communication. These lessons aid the cadets in identifying the elements in the group communication process and defining the roles adopted by individuals in groups. Cadets also create case studies that highlight topics unique to small group communication. The delivery of group communication topics is unique to the Army's program of instruction.

The Air Force JROTC program of instruction delivers its communication skills training to its sophomores, exclusively. Cadets cover topics such as basic communication foundations, effective writing, effective speaking, and listening effectively. Students are expected to define the term communication, explain the purpose of communication, and list the elements of communication. Cadets acquire their effective writing skills through editing paragraphs, writing essays, and critiquing compositions. Cadets also learn to become effective speakers by developing, presenting and critiquing speeches. Finally, they hone their listening skills by explaining how to become a better listener, describing the different types of listening, and differentiating between informative listening, relationship listening, and discriminative listening.

The Navy's program, unlike the Army, Air Force and Marine Corps, introduces its communication foundations

topics to seniors. They cover topics such as basic effective communication, determining the purpose and audience for the message, getting the message across, oral communications, written communications, avoiding communication pitfalls, communications as a component of planning. Cadets also develop effective listening techniques and conduct an oral presentation. The Navy's JROTC program focus of the communication skills training is mainly on military topics such as oral orders, written orders, and effective leader communication. The program presents communication skills as they relate to leadership positions. This unique focus is not encountered in the other three curricula.

The Marine Corps program of instruction is the only one that spans all four years of JROTC instruction. Cadets in their freshman year concentrate on basic communication skills topics such as communicating effectively through writing, becoming a better listener, and becoming a better speaker. Cadets make an oral presentation, describe the communication process, and recognize common categories of errors in writing. They learn to become better listeners by naming the parts of the listening process, compiling a list of barriers to effective listening skills, and developing skits to teach effective listening skills to others. Finally, cadets learn to become better speakers by creating speeches and delivering them to an audience.

During their second year of instruction students continue to hone their effective speaking skills by continuing to prepare and deliver speeches and oral

presentations. Sophomores also learn to become better writers by developing organizational strategies for writing, learning methods to support their ideas in writing, and stating the importance of an audience analysis. The instruction of communication skills to third year cadets is limited to speech presentations.

Senior Marine Corps JROTC cadets conclude their communication skills training with lesson preparation and teaching, and research paper writing. These topics are unique to the Marine Corps curriculum. Students are expected to prepare and teach a period of instruction, describe the use of training aids in instruction, and identify several teaching methods and when each is used. Their communication skills training culminates with a research paper to include the development of a thesis statement and the completion of all parts of a formal research paper.

In summary, the curricular areas of written and oral communication across the four services all cover basic communication concepts and ways of becoming a better speaker, a better listener, and a better writer. Similarities are also found in the presentation of topics such as avoiding communication pitfalls and writing speeches. The Army's program of instruction contains a topic on group communication not present in the other three curricula. The Air Force presents a basic checklist for effective communication that is unique to its curriculum. The Navy's program focuses on the role of the leader and the follower in the communication process. Finally, the Marine Corps' program requires that a lesson be prepared

and taught to other cadets and that a formal research paper be developed.

In spite of their specific differences, the curricula for all four services cover the basic objective of becoming a better communicator by developing the skills of a better listener, speaker, and writer. Cadets in all curricula are expected to develop and use proper oral and written communication techniques. Refer to Appendix D for a detailed list of lesson objectives for the four curricula on written and oral communication.

d. *Personal Finance*

The Army and Marines Corps' programs of instruction utilize the same curriculum, which is based on the National Endowment for Financial Education (NEFE) High School Financial Planning Program. This financial tool introduces cadets to financial planning, careers, budgeting, savings and investments, credit, and insurance. Cadets also learn about the financial planning process and how they can take control of their finances. Even though the Army and Marine Corps utilize the same financial instructional materials, the Marines spend 2160 minutes of class time on these topics while the Army spends only 540 minutes. Another contrast is that the Army teaches financial subjects to first-, second-, and third-year cadets while the Marine Corps' program teaches these topics to third-year students, only.

The Air Force program also covers the financial planning process, credit, loans, debt management, banking and spending decisions, budgeting, savings and investments, and insurance. Additionally, cadets are introduced to

contracts, wills, beneficiaries, jury selection, grocery shopping, and apartment hunting topics. Financial topics in the Air Force's program are taught also to third-year students. In stark contrast, the Navy JROTC program covers no personal finance topics in any of its lessons.

6. Health Subjects

a. First Aid

The four services' curricula all contain an area of instruction related to first aid techniques. This topic is taught during the first year of instruction across the four services with the Army's program also teaching first aid during the cadet's sophomore year. The Army's program, which is 13 sessions long, is twice as long as any of the other three programs of instruction with about six sessions each.

Army JROTC students are exposed to a curriculum that prepares them to help in emergency situations by teaching the most common first aid procedures for: heart attacks, strokes, choking, burns, broken bones, poisoning, common bites and stings, and both hot- and cold-weather-related injuries. The Army topics are very specific and comparatively lengthier than the Marine Corps, Air Force, and Navy.

Air Force cadets are expected to describe first aid treatment for common emergencies, burns, scalds, and sunburns, bites and stings, and injuries resulting from disasters. They are also taught how to practice first aid treatments for minor injuries. They are expected to describe how to transport an injured person, list the kind of supplies to be kept in a first aid kit for home and

automobile, describe cardiopulmonary resuscitation techniques, and role-play treatment techniques for a severe accident.

The main objective of the Navy's JROTC program is for the cadet to demonstrate the skills needed to administer first aid to help save a life, prevent further injury, and minimize or prevent infection. Students cover topics such as basic life support, first aid for bleeding and other circulatory problems, shock, soft tissue injuries, injuries for bones and joints, exposure to temperature extremes, poisoning, and common medical emergencies.

The Marine Corps' JROTC program provides information and training on the four life-saving steps, and prevention and treatment of hot- and cold-weather injuries. It also teaches basic life-saving and first aid skills to its cadets. The Marine Corps' program does not cover topics such as first aid for poisons, burns, and bites, and stings.

In summary, the four services curricula in the area of first aid are very similar in the topics presented. A major difference is in the length of the Army's program of instruction in this area, twice the length of any other curriculum. The Army's program spans two years of instruction while the Navy, Marine Corps, and Air Force's programs present this topic during the first year of JROTC instruction. The Air Force is unique in its presentation of first aid for injuries resulting from disasters. Refer to Appendix E for a detailed list of lesson objectives for the four curricula on first aid techniques.

b. Survival Training

Survival training topics are seen only in the Air Force and Navy JROTC programs of instruction. Air Force JROTC cadets cover survival topics during their third and fourth year of instruction while Navy JROTC students do so during their freshman year in the program.

The Air Force's survival training area of instruction is very lengthy and comprehensive. The Air Force covers these topics during two full courses of instruction. The first course is designed to introduce the students to the basics of real-life survival knowledge and attitudes. The students gain knowledge and attitudes that are needed to enhance survival. This first course also highlights the psychological aspects of survival like the will to survive, and needs and conditions affecting survival. Additionally, students study the more immediate needs of survival like food, shelter, and medical.

The second course in survival training allows students to practice real-life survival techniques and situations. The students practice the skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Cadets learn how to prepare a fire site, how to prepare a survival kit, how to prepare foods to eat during a survival situation, how to prepare plant foods to eat, and why water is one of the survivor's most urgent needs.

On the other hand, the Navy's program is only four sessions long and is limited to topics such as the fundamentals of survival and survival principles in tropical areas, cold areas, and in water. It is not

designed to be a formal survival-training course unlike the Air Force's program. The Navy's broad objective is having the cadet demonstrate knowledge and understanding of the theory of survival and apply that knowledge to the practice of survival under a variety of climatic conditions.

In summary, survival training is not an area of instruction covered across all four curricula. The Air Force and Navy JROTC's programs of instruction both contain survival training but the emphasis of each is quite divergent. The Air Force is designed to prepare the cadets to survive in a survival situation while the Navy's program is limited to introduction of survival fundamentals. Refer to Appendix E for a detailed list of lesson objectives for the two curricula on survival training.

c. Physical Fitness and Wellness

Physical fitness and wellness topics are covered across the four service curricula and include areas of instruction dealing with physical fitness, suicide awareness and prevention, stress management, drugs, tobacco and alcohol, and nutrition. The Army and Marine Corps programs cover physical fitness subjects throughout all four years of instruction and wellness topics during the first two years of JROTC instruction. Air Force cadets are introduced to wellness topics during their first year and participate in physical training activities during all four years of JROTC instruction. The Navy's program does not cover nutrition, suicide awareness and prevention, or stress management topics. Additionally, the Navy's JROTC program covers the formal section of physical fitness

during the freshman year; wellness topics are also covered during the first year of instruction.

Army JROTC cadets cover lessons on nutrition such as controlling fat, dietary guidelines, the food pyramid, and nutrients required by the human body. Additionally, students learn how to manage stress and how to maintain good hygiene habits. The Army's JROTC program contains a very comprehensive, four-lessons-long area of instruction dealing with drug awareness and substance abuse. This section covers commonly abused substances and their use (freshman year) and drugs, tobacco, and alcohol use and effect, as well as a section on intervention and prevention (sophomore year). The Army's program of physical fitness is based on the Presidential National Youth Physical Fitness Program and spans all four years of instruction.

The Air Force program, like the Army and Marine Corps' programs, covers topics on stress management, suicide awareness and prevention, nutrition, drug awareness and abuse, as well as tobacco and alcohol abuse. The Air Force is unique in its presentation of a section on Air Force policies on alcohol and drug abuse. Its physical fitness section is very similar to the Navy's in the general way it covers this particular subject.

Navy JROTC cadets are exposed to a limited number of topics on health and physical fitness. They become familiar with the fundamentals of human growth and development and the principles of hygiene. Cadets are also taught general fitness concepts and are trained on achieving the Navy's qualifying minimums for fitness. The Navy's program makes no mention of stress management,

suicide awareness and prevention, nutrition, or drug awareness and prevention. These health and physical fitness topics are introduced during the freshman year.

The Marine Corps' JROTC program provides instruction on all aspects of Marine Corps JROTC physical fitness and provides information on health, hygiene, and nutrition. Like the Army's program, the Marine Corps fitness topics are based upon the Presidential National Youth Physical Fitness Program. The Air Force and Navy's programs cover general fitness topics, which are not based on this national program. Marine Corps cadets are exposed to topics on nutrition, health, and hygiene. Students also cover stress management and suicide awareness and prevention. The Marine Corps' section on drug awareness is very similar to the Army's. It covers commonly abused substances and their use, as well as tobacco and alcohol use and their effects. A section on intervention and prevention is also contained in the Marine Corps program of instruction. Freshman and sophomore cadets cover the same topics during their course of instruction.

In summary, the similarities in this area of instruction far outweigh the differences across the service curricula. The Army and Marine Corps are almost identical in their presentation of physical fitness and wellness topics. The Air Force covers the same subjects in less instructional periods, and the Navy's program omits many of the wellness subjects found in the other three curricula. Refer to Appendix E for a detailed list of lesson objectives for the four curricula on physical fitness and wellness.

D. COMPARISON OF GOALS, OBJECTIVES, AND INSTRUCTIONAL TIME ALLOCATION BY JROTC SERVICE

This section takes a closer look at what each service curriculum defines as its goals and objectives and how instructional time is allocated to meet these objectives across the four services' curricula. This section also explores how the major subject areas of military, academic, history, leadership, social, and health are organized within each service curriculum.

1. Major Goals, Objectives, and Instructional Time Allocation of JROTC Curriculum by Branch of Service

a. Army

The goal of the Army JROTC is to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to become better citizens." It also prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. Furthermore, the program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.⁴²

The Army JROTC Program of Instruction states that the program's main objectives are:

- Appreciate the ethical values and principles that underlie good citizenship.

⁴² Leadership Education and Training Program of Instruction, U.S. Army Command, Virginia, February 2002.

- Develop leadership potential, while living and working cooperatively with others.
- Be able to think logically and to communicate effectively with others, both orally and in writing.
- Appreciate the importance of physical fitness in maintaining good health.
- Understand the importance of high school graduation for a successful future, and learn about college and other advanced educations and employment opportunities.
- Develop mental management abilities.
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services.
- Develop the skills necessary to work effectively as a member of a team.⁴³

The Army's program of instruction allocates instructional time in the following manner by year of instruction:

- Year 1 utilizes 25 percent of the curriculum
- Year 2 utilizes 25 percent of the curriculum
- Year 3 utilizes 25 percent of the curriculum
- Year 4 utilizes 25 percent of the curriculum

Table 14 shows how instructional time is allocated across major areas of instruction such as military, academic, history, leadership, social skills, and health education for each year of JROTC instruction. The data shown in Table 14 represent the percentage of the total Army JROTC curricular time allocated to a specific area of instruction by year.

⁴³ Ibid.

Table 14. Army JROTC Percentage of Curriculum by Area of Instruction and Year⁴⁴

Area of Instruction/Year of JROTC	Year 1	Year 2	Year 3	Year 4
Military	30.90	22.60	30.50	22.60
Academic	0.83	1.67	3.06	3.10
History	0.0	4.17	0.0	0.0
Leadership	26.80	23.43	26.60	39.30
Social	27.60	30.09	33.50	25.90
Health	13.90	18.10	6.39	9.20

Source: After Leadership Education and Training Program of Instruction, U.S. Army JROTC Cadet Command, Virginia, 2002.

Table 15 shows which subjects are covered in each area of instruction by year of Army JROTC.

⁴⁴ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

Table 15. Army JROTC General Subject Areas by Year

Area/Year	Year 1	Year 2	Year 3	Year 4
Military	Intro to JROTC Uniform Military Traditions, Customs, and Courtesies The Flag National Anthem JROTC Rank and Structure Federal Judicial System Inspections	Inspections Electives	The Nation's Defense Forces U.S. Navy U.S. Air Force U.S. Marine Corps U.S. Coast Guard The Army Inspections Electives	Inspections Electives
Academic	The Globe	Map Reading Land Navigation Orienteering	Geography Environmental Issues	Geography Environmental Issues
History	*	The Founding of a Nation Revolution and Independence Constitution Young America The Formative Years World War I	*	*
Leadership	Leadership Defined Principles of Leadership Followership Drill	Diversity Power Bases and Influence Styles of Leadership Management Skills Communication Motivation Company Formations	Goal Setting Performance Indicators Negotiating Decision Making and Problem Solving Planning Command and Staff Principles Forming, Inspecting, and Dismissing a Battalion	Leading Meetings Supervising Team Development Project Management Mentoring Drill

Source: After Leadership Education and Training Program of Instruction, U.S. Army JROTC Cadet Command, Virginia, 2002.

Table 15. Army JROTC General Subject Areas by Year
Continued

Area/Year	Year 1	Year 2	Year 3	Year 4
Social	Personal Growth Plan Comprehension Strategies Vocabulary Study Habits Test Taking Communication Skills Conflict Resolution Financial Planning Citizenship Skills	Brain Structure Learning Models Communication Skills Conflict Resolution Teaching Skills Goal Setting Career Citizenship Skills	Conflict Resolution Anger Management Career Planning College Preparation Time Management Financial Planning Citizenship Skills	Citizenship Skills
Health	Physical Fitness Exercise Nutrition First Aid Drugs, Alcohol, and Tobacco	Physical Fitness Nutrition First Aid Drugs, Alcohol, and Tobacco Stress Management	Physical Fitness	Physical Fitness

Source: After Leadership Education and Training Program of Instruction, U.S. Army JROTC Cadet Command, Virginia, 2002.

b. Air Force

The stated purpose of the Air Force JROTC program is to "build better citizens for America." The goals of the Air Force JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals. The Air Force program is grounded in the Air Force core values of integrity first, service before self, and excellence. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. The main objectives of the Air Force JROTC program are for cadets to develop:

- An appreciation for the basic elements and requirements for national security.
- Respect for and an understanding of the need for constituted authority in a democratic society.
- Patriotism and an understanding of their personal obligation to contribute to national security.
- Habits of orderliness and precision.
- A high degree of personal honor, self-reliance, and leadership.
- Broad-based knowledge of the aerospace age and fundamental aerospace doctrine.
- Basic military skills.
- A knowledge of and appreciation for the traditions of the Air Force.
- An interest in completing high school and pursuing higher educational goals or skills.
- An understanding of the Air Force and military as a possible career path.⁴⁵

The Air Force's program of instruction allocates instructional time in the following manner by year of instruction:

- Year 1 utilizes 25 percent of the curriculum
- Year 2 utilizes 25 percent of the curriculum
- Year 3 utilizes 25 percent of the curriculum
- Year 4 utilizes 25 percent of the curriculum

Table 16 shows how instructional time is allocated across major areas of instruction such as military, academic, history, leadership, social skills, and health education for each year of Air Force JROTC instruction. The data shown in Table 16 represent the

⁴⁵ Air Force Junior Reserve Officer Training Corps Curriculum Guide, Maxwell Air Force Base, Alabama, 2001.

percentage of the total Air Force JROTC curricular time allocated to a specific area of instruction by year.

Table 16. Air Force JROTC Percentage of Curriculum by Area of Instruction and Year⁴⁶

Area of Instruction/Year of JROTC	Year 1	Year 2	Year 3	Year 4
Military	20.00	0.00	0.00	5.00
Academic	0.00	60.00	60.00	50.00
History	60.00	0.00	0.00	0.00
Leadership	0.00	10.00	0.00	39.00
Social	10.00	30.00	40.00	1.00
Health	10.00	0.00	0.00	5.00

Source: After Air Force Junior ROTC Curriculum Guide, Air Force Reserve Officer Training Corps Curriculum Division, Maxwell Air Force Base, Alabama: 2001.

Table 17 shows which subjects are covered in each area of instruction by year of Air Force JROTC.

⁴⁶ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

Table 17. Air Force JROTC General Subject Areas by
Year

Area/Year	Year 1	Year 2	Year 3	Year 4
Military	Heritage, Organization, and Traditions Intro to AFJROTC Uniforms Drill	Drill	Drill	Policy and Organization Drill
Academic	*	The Aerospace Environment Human Requirements of Flight Principles of Aircraft Flight Principles of Navigation	The Space Environment Space Programs Space Technology Manned Spaceflight	Geography
History	Heritage of Flight Development of Air Power Toward Military Aerospace Contemporary Aviation	*	*	*
Leadership	*	Basic Leadership Concepts Leadership Defined Leadership Traits Followership Teamwork	*	Management Techniques Management Decisions Management Functions Managing others Managing Yourself Decision Making Negotiation Mentoring

Source: After Air Force Junior ROTC Curriculum Guide, Air Force Reserve Officer Training Corps Curriculum Division, Maxwell Air Force Base, Alabama: 2001.

Table 17. Air Force JROTC General Subject Areas by
Year Continued

Area/Year	Year 1	Year 2	Year 3	Year 4
Social	Citizenship Skills Individual Self- Control Core Values Ethics Study Skills Time Management	Written and Oral Communications Understanding Group Behavior Understanding Individual Behavior	Career Planning Financial Planning College Preparation	Choosing a Career
Health	Physical Fitness Nutrition Drugs, Alcohol, and Tobacco First Aid Stress Management Suicide Prevention	*	*	Survival

Source: After Air Force Junior ROTC Curriculum Guide, Air Force Reserve Officer Training Corps Curriculum Division, Maxwell Air Force Base, Alabama: 2001.

c. Navy

The Navy JROTC program goals are to provide an opportunity for secondary school students to learn about the basic elements and requirements for national security and their personal obligations as American citizens to contribute toward national security.⁴⁷ The Navy's program has the following basic objectives:

- Promote patriotism.
- Develop informed and responsible citizens.
- Promote habits of orderliness and precision, and develop respect for constituted authority.
- Develop a high degree of personal honor, self-reliance, individual discipline, and leadership.
- Promote an understanding of the basic elements and requirements for national security.

⁴⁷ Curriculum Outline for the NJROTC, Cadet Field Manual, Pensacola, Florida, NAVEDTRA 37128, August 2001.

- Develop respect for and an understanding of the need for constituted authority in a democratic society.
- Develop an interest in the military service as a possible career.⁴⁸

The Navy's program of instruction allocates instructional time in the following manner by year of instruction:

- Year 1 utilizes 27.64 percent of the curriculum
- Year 2 utilizes 27.14 percent of the curriculum
- Year 3 utilizes 18.09 percent of the curriculum
- Year 4 utilizes 27.14 percent of the curriculum

Table 18 shows how instructional time is allocated across major areas of instruction such as military, academic, history, leadership, social skills, and health education for each year of JROTC instruction. The data shown in Table 18 represent the percentage of the total Navy JROTC curricular time allocated to a specific area of instruction by year.

⁴⁸ Ibid.

Table 18. Navy JROTC Percentage of Curriculum by Area of Instruction and Year⁴⁹

Area of Instruction/Year of JROTC	Year 1	Year 2	Year 3	Year 4
Military	56.37	0.0	100.0	0.0
Academic	7.27	50.0	0.0	0.0
History	4.55	50.0	0.0	0.0
Leadership	7.27	0.0	0.0	63.89
Social	4.55	0.0	0.0	36.11
Health	20.01	0.0	0.0	0.0

Source: After Various Navy JROTC Curriculum Outlines listed in Appendix A.

Table 19 shows which subjects are covered in each area of instruction by year of Navy JROTC.

Table 19. Navy JROTC General Subject Areas by Year

Area/Year	Year 1	Year 2	Year 3	Year 4
Military	NJROTC Uniform Program NJROTC Rates/Ranks U.S. Navy Rates/Ranks Customs, Courtesies, Etiquette Personnel Inspection Intro to Military Drill Drill Without Arms Arms With NJROTC Rifle Sword Guidon Flags Intro to NJROTC Chain of Command Orders to the Sentry Navy Ships Naval Aviation	*	Military Justice UCMJ International Law of the Sea Naval Operations Naval Communications Naval Intelligence Navy Logistics Navy Research and Development National Security	*

Source: After Various Navy JROTC Curriculum Outlines listed in Appendix A.

⁴⁹ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

Table 19. Navy JROTC General Subject Areas by Year
Continued

Area/Year	Year 1	Year 2	Year 3	Year 4
Academic	Orienteering Map Reading Land Navigation Distances	Maritime Geography Oceanography Meteorology Astronomy Physical Science	*	*
History	Foundations of Our Government Declaration of Independence	Sea Power American Revolution Civil War World War I World War II The Cold War Era 1990s and Beyond	*	*
Leadership	Leadership Followership Motivation Relationships Attitudes and Emotions	*	*	Leadership Applications Group Dynamics Human Motivation Platoon Management Cadet Evaluations Moral Responsibility
Social	Career Planning Citizenship	*	*	Written Communications Oral Communications
Health	Human Growth and Development Health and Hygiene Drugs, Alcohol, and Tobacco Physical Fitness Exercise First Aid Survival	*	*	*

Source: After Various Navy JROTC Curriculum Outlines listed in Appendix A.

d. Marine Corps

The goal of the Marine Corps JROTC program as stated in its program of instruction is to instill in high school students a value of citizenship, service to the United States, personal responsibility and a sense of accomplishment. It prepares high school students for

responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is also a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.⁵⁰

The Marine Corps JROTC program's main objectives are, as stated in its program of instruction, the following:

- Develop leadership and build character.
- Create informed, patriotic, and responsible citizens.
- Develop responsible young adults who are physically, mentally, and morally fit.
- Develop informed and civic-minded young adults prepared for higher education, civilian careers, and public service.
- Instill discipline, respect, and responsibility through military-related subjects and activities.⁵¹

The Marine Corps' program of instruction allocates instructional time in the following manner by year of instruction:

- Year 1 utilizes 25 percent of the curriculum
- Year 2 utilizes 25 percent of the curriculum
- Year 3 utilizes 25 percent of the curriculum
- Year 4 utilizes 25 percent of the curriculum

Table 20 shows how instructional time is allocated across major areas of instruction such as

⁵⁰ Marine Corps JROTC Leadership Education Program of Instruction (POI), February 2002.

⁵¹ Ibid.

military, academic, history, leadership, social skills, and health education for each year of JROTC instruction. The data shown in Table 20 represent the percentage of the total Marine Corps JROTC curricular time allocated to a specific area of instruction by year.

Table 20. Marine Corps JROTC Percentage of Curriculum by Area of Instruction and Year⁵²

Area of Instruction/Year of JROTC	Year 1	Year 2	Year 3	Year 4
Military	38.20	38.70	14.60	24.10
Academic	0.00	11.30	16.30	14.80
History	6.50	6.50	8.10	18.50
Leadership	7.30	15.30	4.90	7.40
Social	23.60	21.80	56.10	35.20
Health	24.40	6.50	0.00	0.00

Source: After Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

Table 21 shows which subjects are covered in each area of instruction by year of Marine Corps JROTC.

⁵² Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

Table 21. Marine Corps JROTC General Subject Areas by Year

Area/Year	Year 1	Year 2	Year 3	Year 4
Military	Intro to MCJROTC Uniforms Drill Customs, Courtesies, and Traditions Rank Structure Chain of Command Marksmanship	Drill Uniforms Customs, Courtesies, and Traditions Rank Structure Chain of Command Marksmanship Interior Guard UCMJ	Drill Rank Structure Chain of Command Marksmanship UCMJ	Drill Uniforms Personnel Inspections Customs, Courtesies, and Traditions Mess Night Marine Corps Birthday Chain of Command UCMJ - Mock Trial Marksmanship
Academic	*	Land Navigation Military Map	Land Navigation Distance and Location	Land Navigation Orienteering
History	Halls of Montezuma World War II Korean War Marines in the Modern Era	The Early Years (1175-1815) New Nation Marines Have Landed The War to End All Wars	In Between Wars (1919-1941) 1942 1943 1944 1945	Korean War Fifties and Sixties Vietnam Gulf War, Somalia, and Bosnia
Leadership	Leadership Defined Core Values Leadership Traits	Leadership Objectives Leadership Principles Role of NCO Role of Officer Esprit De Corps Team Training	Team Training Inspections and Evaluations Leadership Styles	Esprit De Corps Conflict Resolution Equal Opportunity

Source: After Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

Table 21. Marine Corps JROTC General Subject Areas by
Year Continued

Area/Year	Year 1	Year 2	Year 3	Year 4
Social	Citizenship Skills Volunteerism Good Manners Proper Table Manners Written and Oral Communications Career Planning	Citizenship Skills Current Events National Defense Written and Oral Communications Career Planning	Citizenship Skills Current Events National Defense Personal Finance Speech Presentations Service Etiquette Career Planning College Preparation	Citizenship Skills Current Events Patriotism Written and Oral Communications Career Planning
Health	Physical Fitness Hygiene Stress management Suicide Prevention Drugs, Alcohol, and Tobacco Nutrition First Aid	Physical Fitness Hygiene Suicide Awareness Stress Management Drugs, Alcohol, and Tobacco Nutrition	Physical Fitness	Physical Fitness

Source: After Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

2. Comparative Summary

The four services' curricula all have specific goals, objectives and allocate instructional time in ways that are similar and different across their respective JROTC programs of instruction. The purpose of this section is twofold; to identify if the similarities abound throughout the curricula in order to better assess the possibility of developing a merged curriculum for the JROTC program, and to identify if the differences are so divergent that maintaining separate curricula is the only recommendation possible.

a. *Similarities and Differences in the Goals of the JROTC Programs*

The goals of the JROTC program for all four services are very similar and differ only in some aspects, as stated below. They all state that it is their purpose to provide an opportunity for secondary schools students to learn about their personal obligations as American citizens. Also, the four services' program goals are based on teaching cadets about leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

The Navy's JROTC program also states that it is their goal to teach cadets about the basic elements and requirements for national security. The Air Force's JROTC program goals are unique in its emphasis on Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. The Marine Corps and Army program goals also state that the program is a stimulus for promoting graduation from high school.

b. *Similarities and Differences in the Objectives of the JROTC Programs*

The objectives of each JROTC program are stated differently but contain many areas of similarities. The following objectives are common to all four services' JROTC programs:

- Promote patriotism
- Develop informed and responsible citizens
- Promote habits of orderliness and precision, and develop respect for constituted authority

- Develop a high degree of personal honor, self-reliance, individual discipline, and leadership
- Promote an understanding of the basic elements and requirements for national security
- Develop respect for and an understanding of the need for constituted authority in a democratic society
- Develop an interest in the military service as a possible career

The Army and Marine Corps JROTC programs both stress objectives dealing with the appreciation of physical fitness in maintaining good health. The Army is unique in its objectives about being able to think logically and to communicate effectively with others, both orally and in writing. The Army is also unique in its objective about becoming familiar with military history as it relates to America's culture and understanding the history, purpose, and structure of the military services. Another Army JROTC objective not seen in the other three services is to develop the skills necessary to work effectively as a member of a team.

The Air Force, Army, and Marine Corps' program also include the following objective: develop an understanding of the importance of high school graduation for a successful future, and learn about college and other advanced educations and employment opportunities.

Finally, the following objectives are unique to the Air Force's JROTC program:

- Develop broad-based knowledge of the aerospace age and fundamental aerospace doctrine.
- Develop a knowledge of and appreciation for the traditions of the Air Force.

c. Similarities and Differences in the Instructional Time Allocation of the JROTC Programs

The four services' JROTC curricula allocate instructional time across each year of instruction and major subject areas differently. Tables 22 through 25 show how instructional time allocation across the services JROTC curricula compare for each year of instruction and major subject area. The major subject areas are military, academic, history, leadership, social, and health subjects.

Table 22 shows that during their first year of JROTC, Navy students spend most of their instructional time on military subjects (56.37 percent), while Marine Corps cadets spend only 38.20 percent, and Army and Air Force cadets only spend 30.90 and 20 percent, respectively. Instructional time spent on academic subjects during the first year of JROTC is comparatively small across the board.

Table 22. Side-By-Side Comparison of Percentage of Curriculum by Area of Instruction and First Year of JROTC Instruction⁵³

Area of Instruction/First Year of JROTC	Army	Navy	Air Force	Marine Corps
Military	30.90	56.37	20.00	38.20
Academic	0.83	7.27	0.00	0.00
History	0.0	4.55	60.00	6.50
Leadership	26.80	7.27	0.00	7.30
Social	27.60	4.55	10.00	23.60
Health	13.90	20.01	10.00	24.40

⁵³ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

The Air Force program is unique in its allocation of a significant amount of instructional time, 60 percent, to history subjects during the freshman year while the percentages are quite low for the other services. The Air Force is also unique in the absence of leadership training during the freshman year of instruction. The other three services introduce leadership concepts during this year with the Army spending the most time on this topic. All four services allocate time towards health and social subjects during the first year of JROTC instruction.

Instructional time allocation during the sophomore year of JROTC instruction also varies considerably across the four services' curricula. Table 23 shows these differences on a side-by-side format.

Table 23. Side-By-Side Comparison of Percentage of Curriculum by Area of Instruction and Second Year of JROTC Instruction⁵⁴

Area of Instruction/Second Year of JROTC	Army	Navy	Air Force	Marine Corps
Military	22.60	0.0	0.00	38.70
Academic	1.67	50.0	60.00	11.30
History	4.17	50.0	0.00	6.50
Leadership	23.43	0.0	10.00	15.30
Social	30.09	0.0	30.00	21.80
Health	18.10	0.0	0.00	6.50

The Navy and the Air Force programs do not teach military subjects to second-year cadets, while the Army spends 22.60 percent of its instructional time on military

⁵⁴ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

subjects and the Marine Corps, 38.70 percent. In contrast, the Navy and Air Force spend a considerable amount of time on academic subjects during this second year with 50 and 60 percent, respectively, while the Army and the Marine Corps allocate much less instructional time.

The Navy's program of instruction does not cover leadership subjects during the sophomore year while the other three services do with a range from 10 to 23.43 percent. Again, the Navy's program is unique in its zero allocation of social subjects while the other three services cover these subjects over a range of time allocation from 21.80 to 30.09 percent. Finally, during the second year of JROTC instruction, only the Army and Marine Corps allocate instructional time to health subjects.

Table 24 shows how instructional time is allocated during the third year of JROTC instruction. The Navy's program teaches military subjects to its cadets 100 percent of the time, while the Air Force covers no military subjects during this third year. The Army spends less than a third of its third-year instructional time on military subjects while the Marine Corps spends the least amount of time in this subject.

Table 24. Side-By-Side Comparison of Percentage of Curriculum by Area of Instruction and Third Year of JROTC Instruction⁵⁵

Area of Instruction/Third Year of JROTC	Army	Navy	Air Force	Marine Corps
Military	30.50	100.0	0.00	14.60
Academic	3.06	0.0	60.00	16.30
History	0.0	0.0	0.00	8.10
Leadership	26.60	0.0	0.00	4.90
Social	33.50	0.0	40.00	56.10
Health	6.39	0.0	0.00	0.00

The Air Force program is heavy on academic subjects this third year, 60 percent, while the other three services spend much less time here, and nothing for the Navy. The Army and Marine Corps' programs are the only ones covering leadership topics during the third year of instruction. The Navy's program is the only one that does not cover social subjects during the third year while the other three services spend a moderate amount of time on these subjects. The Marine Corps is the only program to cover history subjects during this junior year. The Army's program is unique in its allocation of time to health subjects during this year.

Senior-year instructional time allocation also varies across major subject areas and JROTC branch of service. Table 25 shows these differences for the fourth year of JROTC instruction across the four services.

⁵⁵ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

Table 25. Side-By-Side Comparison of Percentage of Curriculum by Area of Instruction and Fourth Year of JROTC Instruction⁵⁶

Area of Instruction/Fourth Year of JROTC	Army	Navy	Air Force	Marine Corps
Military	22.60	0.0	5.00	24.10
Academic	3.10	0.0	50.00	14.80
History	0.0	0.0	0.00	18.50
Leadership	39.30	63.89	39.00	7.40
Social	25.90	36.11	1.00	35.20
Health	9.20	0.0	5.00	0.00

The Army's program consists of mostly leadership, social, and military subjects. The Air Force's program is mostly comprised of academic and leadership subjects. The Navy's program of instruction does not cover military, academic, history, or health subjects during the senior year. The Navy's program is comprised entirely of leadership and social subjects. Like the Army, the Marine Corps' cadets are taught mostly social and military subjects. But unlike the Army, the Marine cadets are only taught leadership subjects for a minimal amount of the total instructional time available. Health subjects are only taught to Army and Air Force cadets during this senior year of JROTC instruction.

⁵⁶ Column totals in table may not total 100 percent due to the overlapping effects of various lesson topics across subject areas.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusions and recommendations about the possibility of establishing a joint or core curriculum from the current JROTC service curricula. This study determined areas of the service curricula that were similar and which were different at a macro- and micro-level of detail. The conclusions drawn and the recommendations suggested in this chapter include how these differences and similarities could hamper or aid in the proposal of a merged, joint, or core JROTC curriculum.

Furthermore, the conclusions and recommendations go beyond identifying these similarities and differences and further identify the traditional views of the instructors and their concerns regarding their own service curriculum.

The conclusions and recommendations that follow were addressed by first undertaking the secondary research objectives.

A. CONCLUSIONS

This study began with the introduction of the following primary research objective:

To determine if a joint or core curriculum can be created from the current JROTC service curricula

As defined in the first chapter of this study, a *joint curriculum* is defined in this study as a single curriculum used by all the services' JROTC programs, a curriculum in which all the lessons contained in the program of instruction are identical and taught to all cadets, regardless of branch of service. In contrast, a *core curriculum* is defined as a curriculum that varies across

the services' JROTC programs but contains a core or some common areas of instruction where the same content or subject areas are taught to all cadets, regardless of branch of service.

To address the primary objective of this study it is imperative that initial focus is given to the secondary objectives of this research as the attainment of these secondary objectives is vital to reaching a determination regarding the creation of a joint or core curriculum.

First, the secondary research objective, **to evaluate how the JROTC curricula are different across the four services**, relates directly to conclusions regarding the possibility of creating a joint curriculum. And second, **to evaluate how the JROTC curricula are similar across the four services**, relates directly to conclusions drawn regarding the possibility of creating a core curriculum.

1. Can a Joint Curriculum Be Created from the Current JROTC Service Curricula?

The creation of a joint curriculum from the current JROTC service curricula would face many challenges. These challenges stem from the many content differences found across the four service curricula.

Each JROTC program maintains a different focus in its curricula and instruction. The Army and Marine Corps programs concentrate to a great extent on the leadership and citizenship aspects of the JROTC mission, while the Navy and the Air Force programs contain extensive instruction in naval science and aerospace science, respectively.

Specifically, the following content-related differences found during the completion of this study would generate the most challenge in the creation of a joint curriculum:

- The Air Force's program covers a substantial amount of aerospace and aviation subjects in the academic and history areas of instruction.
- The Marine Corps' program contains only one academic subject, "Land Navigation," while the other services cover many more academic subjects.
- The Army and Air Force's curricula are the only two programs covering "Geography" subjects; the Navy covers "Maritime Geography," a topic unique to the Navy's program.
- The Navy and Air Force's curricula are the only two programs covering astronomy and meteorology subjects.
- "Military History" subjects in the Marine Corps' program of instruction are concerned exclusively with Marines throughout history.
- The Navy's program covers history subjects relating mainly to naval history and naval strategy.
- The Air Force's program covers history topics that are exclusively aviation related.
- The Army and Marine Corps' curricula are the only two programs covering "Marksmanship" subjects.
- The Air Force and Navy's curricula are the only two programs covering survival-training subjects.
- The Navy curriculum does not contain financial planning topics.
- Environmental awareness is unique to the Army's program of instruction.
- The Air Force program is the only one with no topics on military justice in any of the four years of JROTC instruction.

Furthermore, the creation of a joint curriculum also faces many challenges stemming from the cultural diversity present in the different branches of JROTC service. For example, a joint curriculum would have to face and overcome any resistance generated from the idea that pride in a specific branch of service would be compromised through the merging of various services' curricula into what is perceived as a "service transparent curriculum."

Data from the JROTC Instructor and headquarters focus groups and interviews conducted by the Naval Postgraduate School staff during the Summer of 2002 as part of the Office of the Assistant Secretary of Defense (ASD) JROTC comprehensive review of JROTC showed that all interviewees argued strongly against ever going to a full 100 percent "purple" or joint curriculum. The participants made a strong case for maintaining their service identities, which reflect the unique cultures of the parent services.⁵⁷ These instructor views illustrate why the creation of a joint curriculum would have to face challenges stemming from more than differences in content across the four services' curricula.

In addition to content-related challenges and cultural resistance, the creation of a joint curriculum would face the challenge of addressing instructional time allocation in such a way as to reach some sort of uniformity across the branches of service. Instructional time allocation across the branches of service, year of instruction, and major subject areas vary greatly across the service curricula.

⁵⁷ These views were obtained through oral communications between NPS Staff and the survey participants.

Finally, the challenge of addressing what is taught during each year and why, would have to be faced by the branches of service if a joint curriculum were to be considered. For example, career planning is introduced to Navy cadets during their first year of instruction, while the Army and Air Force programs cover career topics during the cadets' third year of instruction. The Marine Corps program covers career planning during all four years of JROTC. Why is the Navy's program teaching freshmen career planning, wouldn't third-year Navy students benefit more from career planning as they are closer to graduation from high school and making real career choices? Another example relates to the subject of first aid, the Army addresses first aid subjects throughout all four years of instruction while Air Force and Navy cadets study this subject during their freshman year only. Furthermore, the Marine Corps program covers first aid topics during the first two years of instruction. When is it appropriate to teach first aid? Why is the Army covering first aid subjects over four years? These are just some of the questions to ask about subject area allocation but many more exist in other areas of the service curricula.

2. Can a Core Curriculum Be Created from the Current JROTC Service Curricula?

A core curriculum is possible due to the many similarities across the four services' curricula. The following similarities afford the strongest support for the creation of a core curriculum from the current service curricula:

- All service curricula cover the basic objectives of becoming a good citizen and understanding how

our Nation developed into what it is today, a democratic society.

- Military subjects are similar in their objective of teaching the cadets the proper wearing of the uniform, military customs and courtesies, rank and structure, awards, and the basic understanding of the origin and purpose of the cadet corps.
- The curricula for all four services address the basic objectives of developing an effective leader and demonstrating the skills of an effective leader in various leadership situations.
- The curricula for all four services cover the basic objective of becoming a better communicator by developing the skills of a better listener, speaker, and writer. Cadets in all curricula are expected to develop and use proper oral and written communication techniques.
- All four curricula explain military benefits and careers in the Armed Forces. Additionally, all four programs of instruction discuss when and how to make career choices.
- The four services' curricula all contain an area of instruction related to first aid techniques.
- Physical fitness and wellness topics are covered across the four service curricula and include areas of instruction dealing with physical fitness, suicide awareness and prevention, stress management, drugs, tobacco and alcohol, and nutrition.
- All four curricula carry drill subjects where the cadets practice drill movements and relate them to their leadership ability and the JROTC organization.

Even though the four service's curricula contain many similarities supporting a core curriculum, differences are also inherent in these similarities. For example, a subject such as leadership, which is taught across the four

branches of service, contains differences in scope across the service curricula. As an illustration, the Navy's program of instruction does not differentiate between management and leadership. These differences can also be of length or year of instruction. As an illustration, the Army spends twice the time on first aid subjects as compared to the other services. Additionally, the Navy's program covers written and oral communications during the fourth year of instruction while the Air Force Program covers this topic during the sophomore year of the cadets' instruction. Furthermore, the Marine Corps' program addresses written and oral communications during all four years of instruction while the Army covers these topics during the first and second year of instruction only.

In closing, it is valuable to note that data from the previously mentioned JROTC headquarters focus groups and interviews showed that headquarters staff all agreed that areas of the service curricula such as citizenship, physical fitness, health, finance, written and oral communications, and career planning were generic enough to fit into the development of a core curriculum for all services. They also agreed that certain aspects of subjects such as leadership and drill could be included in a core curriculum as long as flexibility to add service specific content is made an option.

Finally, as previously discussed, the third and final secondary research objective, **to identify service concerns about JROTC curriculum consolidation**, was achieved in this study through a careful review of JROTC Instructor and headquarters focus groups and interviews.

B. RECOMMENDATIONS

The four services are working hard to develop and implement improved educational techniques for JROTC. The Navy has developed a high-tech delivery system that takes advantage of digital technology, whereas the Army has developed many cutting-edge presentational methods. Additionally, all services have established external advisory committees staffed by experts in instructional design to review their respective curricula.⁵⁸

For a core curriculum to be possible, these improvement efforts must be combined into one and a common curricular direction must be set by the parent services. The services are already covering a lot of common ground in their respective programs of instruction. The four services all cover citizenship, leadership, first aid, wellness, drill procedures, career planning, written and oral communications, uniforms, military customs and courtesies, etiquette, and rank and structure in their programs. The manner in which these subjects are addressed in the curricula must be the target of review in order to consider a core curriculum.

In closing, JROTC funding continues to be controversial and the Army, Marine Corps, and Air Force programs are all experiencing funding shortages.⁵⁹ All service JROTC program headquarters have staff to improve curriculum content and support materials, instructor

⁵⁸ Taylor, William J., Junior Reserve Officers' Training Corps Contributing to America's Communities, Center for Strategic and International Studies (CSIS), May 1999, p. 7.

⁵⁹ ASD PowerPoint Presentation on Junior ROTC (all four services), Office of Assistant Secretary of Defense (Force Management Policy), August 2001.

training, and educational technology. The programs do well with what they have but will require more coordination or more funding to remain competitive.⁶⁰ These funding shortages will surely create a growing gap between the JROTC program mission and the resources available to meet this mission.

A core curriculum across the services would enable JROTC to consolidate resources and efforts and meet these funding shortages with solutions instead of cuts in services to the ultimate customer, the cadet who participates in the program.

⁶⁰ Taylor, William J., Junior Reserve Officers' Training Corps Contributing to America's Communities, Center for Strategic and International Studies (CSIS), May 1999, p. 14.

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APPENDIX A – LIST OF CURRICULAR MATERIALS

NAVY JROTC CURRICULUM MATERIALS

Curriculum Outline for the Naval Junior Reserve Officers Training Corps Cadet Field Manual (NAVEDTRA 37128), Chief of Naval Education and Training, Pensacola, Florida: August 2001.

Curriculum Outline for the Naval Junior Reserve Officers Training Corps Introduction to NJROTC (NAVEDTRA 37133), Chief of Naval Education and Training, Pensacola, Florida: August 2001.

Curriculum Outline for the Naval Junior Reserve Officers Training Corps Maritime History and nautical Science (NAVEDTRA 37137), Chief of Naval Education and Training, Pensacola, Florida: August 2002.

Curriculum Outline for the Naval Junior Reserve Officers Training Corps NS-2 Maritime History and Nautical Sciences (NAVEDTRA 37137), Chief of Naval Education and Training, Pensacola, Florida: August 2002.

Curriculum Outline for the Naval Junior Reserve Officers Training Corps Naval Science 3 Naval Knowledge and Naval Skills (NAVEDTRA 37138), Chief of Naval Education and Training, Pensacola, Florida: August 2003.

Naval Junior Reserve Officers Training Corps Curriculum Outline Naval Science – 4 (NAVEDTRA 37107-A), Chief of Naval Education and Training, Pensacola, Florida: April 1995.

ARMY JROTC CURRICULUM MATERIALS

Leadership Education and Training Program of Instruction, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

Introduction to JROTC, A Character and Leadership Development Program, CD-ROM, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

Foundations for Success, CD-ROM, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

Wellness, Fitness, and First Aid, CD-ROM, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

Geography and Earth Science, CD-ROM, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

Citizenship and American History, CD-ROM, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

Air Rifle Safety and marksmanship, CD-ROM, U.S. Army ROTC Cadet Command, Fort Monroe, Virginia: February 2002.

AIR FORCE JROTC CURRICULUM MATERIALS

Air Force Junior ROTC Curriculum Guide, Air Force Reserve Officer Training Corps Curriculum Division, Maxwell Air Force Base, Alabama: 2001.

MARINE CORPS JROTC CURRICULUM MATERIALS

Marine Corps Junior Reserve Officer's Training Corps Leadership Education Program of Instruction (POI), Marine Corps Headquarters Training and Education Command: February 2002.

Leadership Education (LE 1), CD-ROM, Marine Corps Headquarters Training and Education Command: February 2002.

Leadership Education (LE 2), CD-ROM, Marine Corps Headquarters Training and Education Command: February 2002.

Leadership Education (LE 3), CD-ROM, Marine Corps Headquarters Training and Education Command: February 2002.

Leadership Education (LE 4), CD-ROM, Marine Corps Headquarters Training and Education Command: February 2002.

Leadership Education (CORE), CD-ROM, Marine Corps Headquarters Training and Education Command: February 2002.

APPENDIX B – MILITARY SUBJECTS LESSON OBJECTIVES⁶¹

GENERAL MILITARY

Table B1. Army Military Subjects

<u>Army JROTC - The Making of a Better Citizen</u> Lesson Objectives Become better acquainted with class members Explain the mission of Army JROTC Identify the challenges and opportunities of Army JROTC
<u>The Past and Purpose of Army JROTC</u> Lesson Objectives Describe the U.S. congressional act that created JROTC Identify the desired goals for JROTC Explain significant historical events that combined military training and education
<u>Moving Up In Army JROTC - Rank and Structure</u> Lesson Objectives Identify Army JROTC enlisted and officer insignia Match cadet ranks to positions on the JROTC cadet battalion organization diagram Match duties and responsibilities with positions in an Army JROTC cadet battalion Evaluate how the organization supports the operation of the Army
<u>The Signs of Success</u> Lesson Objectives Name the three types of unit decorations Compare the three types of unit decorations Name the two main categories of individual awards Identify the four institutional award categories Match awards to corresponding award criteria
<u>Your Personal Appearance and Uniform - Part 1</u> Lesson Objectives Identify Uniform Components of the Class A Uniform, Class B Uniform, Battle Dress Uniform State the appropriate occasions for wearing each uniform Identify four factors important to personal appearance Describe guidelines for proper personal appearance in uniform Describe proper maintenance of uniforms
<u>Your Personal Appearance and Uniform - Part 2</u> Lesson Objectives Describe guidelines for proper wearing of the uniform Demonstrate correct placement on uniforms of nameplate, insignias, awards, and decorations Perform a pre-inspection Present yourself in uniform for inspection

⁶¹ The lesson objectives contained in the following tables were extracted from the sources listed in Appendix A.

Table B1. Army Military Subjects Continued

<p style="text-align: center;"><u>The Stars and Stripes</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>State when and where the first "Stars and Stripes" was created</p> <p>Explain the significance of the parts and colors of the U.S. Flag</p> <p>Describe the sizes and uses of the three basic types of U.S. Flags</p> <p>Describe courtesies taken to show respect for the U.S. Flag</p> <p>Explain the basic rules for displaying the U.S. Flag in different situations</p> <p>Demonstrate the correct way to fold the U.S. Flag</p> <p style="text-align: center;"><u>Proudly We Sing - The National Anthem</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Name the author of the National Anthem</p> <p>Relate the story behind the National Anthem</p> <p>Describe the courtesies taken as a cadet to show respect during the playing of the National Anthem</p> <p>Give the history of the official National March</p> <p>Recognize the official National March</p> <p style="text-align: center;"><u>American Military Traditions, Customs, and Courtesies</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe types of personal salutes and when they are executed</p> <p>Match Army ranks to their proper titles</p> <p>Execute a salute</p> <p>Identify situations requiring a salute or other forms of respect to senior officers</p> <p style="text-align: center;"><u>The Department of Defense</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Examine the mission of the Department of Defense (DoD)</p> <p>Identify the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment</p> <p>Identify the major elements of DoD</p> <p>Explain the meaning of Civilian control over the military, include which positions in DoD are under civilian control</p> <p>Explain the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD</p> <p style="text-align: center;"><u>The Army Part 1 - The Active Army</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Identify two Congressional acts that have impact on organizational structure of Armed Forces and describe three provisions of each act</p> <p>Identify the Congressional act that provides basis for recent organization of Army</p> <p>Identify the fundamental mission and three roles of the Army</p> <p>Identify the primary mission of the active Army and five ways it contributes to domestic affairs</p> <p>Identify two major Army commands; include the command that manages the JROTC program</p> <p>Identify three categories under which the Army classifies its branches</p> <p>Describe the basic/special branches of the Army, and classify them by category</p> <p>Identify two non-accession branches of the Army</p>
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Table B1. Army Military Subjects Continued

<p><u>The Army Part 2 - The Reserve Components</u></p> <p>Lesson Objectives</p> <p>Identify two Congressional acts that had an impact on the organization and structure of the reserve components of the Army</p> <p>Identify the primary missions of the Army National Guard and the Army Reserve</p> <p>Contrast the major types of units the Army National Guard and Army Reserve contribute to the Army force</p> <p>Identify the three categories of the Army Reserve</p> <p><u>The U.S. Navy</u></p> <p>Lesson Objectives</p> <p>Identify the document where the Founding Fathers provided for the establishment of the Navy</p> <p>State the overall mission of the Navy and the four primary missions during times of war</p> <p>Examine the primary mission of the Navy in relation to the Department of Defense and describe the organization of the Navy</p> <p>Contrast the Operating Forces to the Shore establishment</p> <p>List the three components of the Naval Reserve Force</p> <p><u>The U.S. Air Force</u></p> <p>Lesson Objectives</p> <p>Identify the Act that separated the Army Air Force from the Army and created the U.S. Air Force</p> <p>State the overall mission of the Air Force and the six core competencies and five pillars in support of the nation's interest</p> <p>Examine the primary mission of the Air Force in relation to the Department of Defense</p> <p>Describe the nine Air Force commands and list the capabilities of the Force Structure</p> <p>List the two components of the Air Force Reserve</p> <p>Describe the mission of the Air Force Reserves</p> <p><u>The U.S. Marine Corps</u></p> <p>Lesson Objectives</p> <p>State where the Marine Corps can be found in the Department of Defense</p> <p>State the present day mission of the Marine Corps</p> <p>List the strategic concept of the Marines</p> <p>Describe the four attributes that distinguish the Marine Corps from other services and describe the organization of the Marine Corps</p> <p>List the Reserve Components of the Marine Corps</p> <p><u>The U.S. Coast Guard and U.S. Merchant Marine</u></p> <p>Lesson Objectives</p> <p>List the five federal agencies that were amalgamated to create the Coast Guard</p> <p>State the mission of the Coast Guard and the five operating goals</p> <p>State the two cabinet level departments to which the Coast Guard answers</p> <p>List when the Coast Guard answers to each department</p> <p>Describe the organization of the Coast Guard</p> <p>List the three components of the Coast Guard Total Force</p> <p>Outline the role of the Merchant Marine in the Defense of the Nation</p>
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Table B2. Air Force Military Subjects

<p><u>Introduction to Air Force Junior ROTC</u></p> <p>Lesson Objectives</p> <p>State history of Junior ROTC. Define the mission, goals, and objectives of AFJROTC. Outline the chain of command and organization of the cadet corps.</p> <p><u>Military Traditions</u></p> <p>Lesson Objectives</p> <p>Wear the AFJROTC uniform. Demonstrate personal courtesies used when associating with senior officers. Identify the correct military titles and insignia. Identify AFJROTC insignia of grade. State the purpose of a dining-in and dining-out. Perform proper customs and courtesies. Show a salute. Explain how, when, and who to render a salute. Demonstrate how to properly render the hand salute. Attend military ball, adhering to military traditions.</p> <p><u>National Security Strategy</u></p> <p>Lesson Objectives</p> <p>Describe the United States' interests in each area of the world. Identify the three tools of our national security strategy. Identify the threats to U.S. security. Describe the United States' National Security Strategy.</p> <p><u>Military Historical Perspective</u></p> <p>Lesson Objectives</p> <p>Describe the development of national militaries. Outline the history of the U.S. military. Describe the Nixon, Ford, Carter, Reagan, Bush, and Clinton, years. Outline the challenges for the new millennium. Identify specific programs and policies of George W. Bush, Jr., administration.</p> <p><u>Defense Structure of the United States</u></p> <p>Lesson Objectives</p> <p>Outline the reforms in the Department of Defense. Describe the organization of the Department of Defense. Differentiate between the missions and organizations of the Army, Navy, Marines, and Coast Guard.</p> <p><u>United States Air Force</u></p> <p>Lesson Objectives</p> <p>Outline the structure of the United States Air Force. Identify the major commands of the USAF. Distinguish between the missions of the USAF's field operating agencies and direct reporting units.</p> <p><u>Air Force Issues</u></p> <p>Lesson Objectives</p> <p>Compose a list of key Air Force issues. Separate Air Force operational issues from Air Force personnel issues.</p>
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Table B3. Navy Military Subjects

<p><u>History and Background of the NJROTC Program</u></p> <p>Lesson Objectives</p> <p>Cite the public law that established the Junior ROTC program</p> <p>Cite under whose guidance the NJROTC program is administered</p> <p>Describe the team members/instructors teaching the NJROTC program</p> <p>Cite the type of support provided by the Navy for the naval science classroom, and for the cadets enrolled in the program</p> <p><u>Mission, Goals and Policies of the NJROTC Program</u></p> <p>Lesson Objectives</p> <p>Cite the mission and goals the NJROTC program expects to achieve</p> <p>Cite where the focus of the NJROTC program will lie</p> <p>Cite the policies a student must meet in order to enroll in the NJROTC unit</p> <p>Explain the procedures used to disenroll cadets from the NJROTC program</p> <p>Cite the Navy's core values and explain what it means for everyone to be committed to their fellow cadets in the NJROTC program</p> <p><u>The Naval Science Curriculum</u></p> <p>Lesson Objectives</p> <p>Cite the fields of study that comprise the entire naval science curriculum</p> <p>Describe how the Cadet Field Manual will be used as the guide to military background knowledge</p> <p>Cite how the course will explain the background and purpose of the NJROTC program</p> <p>Cite how the course will discuss the history of the U.S. Navy and the role it has played in building our nation</p> <p>Cite how the course will use the nautical sciences as areas of scientific study in the program</p> <p>Cite how the course will include various areas of naval knowledge in the study of sea power</p> <p>Cite how the course will use various areas of naval skills in the study of life in the Navy</p> <p>Discuss how the basic principles of ethics and morals will be used to teach leadership in the course</p> <p><u>NJROTC Unit Activities</u></p> <p>Lesson Objectives</p> <p>Explain the purpose of having all students participate in learning the basics of military drill</p> <p>Explain why the NJROTC program encourages physical fitness for all students</p> <p>Cite the social activities most units engage in throughout the school year</p> <p>Discuss the types of community activities cadets can expect to engage in during the school year</p> <p>Discuss the opportunity to take orientation trips during the school year, and what it does for cadet leadership training</p> <p>Discuss the objectives of the NJROTC Leadership Academy and the opportunities for cadet advanced leadership training</p>

Table B3. Navy Military Subjects Continued

<p style="text-align: center;"><u>Benefits of the NJROTC Program</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Cite the main reasons for enrolling in NJROTC</p> <p>Discuss the kind of self-discipline a cadet hopes to achieve by being a cadet in the NJROTC program</p> <p>Discuss the opportunities to develop leadership skills when placed in an NJROTC leadership position</p> <p>Cite the special military pay grade benefits that can be earned through the NJROTC program</p> <p style="text-align: center;"><u>NJROTC Uniform Regulations (The Uniform)</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain that the uniform is an important element in the morale, pride, discipline, and effectiveness of the NJROTC program</p> <p>Demonstrate how the wearing of the NJROTC uniform reflects upon your NJROTC unit, your school, the U.S. Navy, your community and your country</p> <p>Demonstrate the wearing of the NJROTC uniform and the uniform standards described in the cadet field manual</p> <p>Explain the importance of proper appearance and grooming standards for wearing an NJROTC uniform</p> <p>Demonstrate the correct uniform composition</p> <p>Demonstrate the procedures for wearing the necktie with the NJROTC male uniform</p> <p>Cite the requirements for wearing insignia's and devices on the NJROTC uniform</p> <p>Explain where awards and decorations (metals etc.) are worn on the NJROTC uniform</p> <p style="text-align: center;"><u>NJROTC Rates/Ranks and U.S. Navy Rates/Ranks</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain and recognize the various NJROTC rates and ranks and be able to understand assignments associated with each billet</p> <p>Describe and recognize the rates and ranks of active duty Navy personnel</p> <p style="text-align: center;"><u>Military Customs, Courtesies, Etiquette and Ceremonies</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain the types of military customs to include their purposes and when courtesies are rendered</p> <p>Describe the flag of the United States as a standard of honor</p> <p>Explain the procedures in pledging allegiance to the flag</p> <p>Describe the sequence of events in military ceremonies, reviews, and parades</p> <p style="text-align: center;"><u>Personnel Inspection</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe the techniques for conducting a personnel inspection</p> <p>Explain the inspecting officer's duties (tour) when he or she inspects a platoon</p> <p>Explain the general inspection guidelines (items) that inspecting officers look for when inspecting a cadet in a platoon</p>

Table B4. Marine Corps Military Subjects

<p><u>Introduction to the MCJROTC Leadership Education</u></p> <p>Lesson Objectives</p> <p>Identify the requirements for successful completion of the MCJROTC leadership education course</p> <p>Identify seven objectives of MCJROTC Leadership Education</p> <p>Identify five subject areas presented in MCJROTC Leadership Education</p> <p>Explain what is expected of an individual during each of the Leadership Education courses</p> <p>Explain the benefits derived from each of the five courses</p> <p><u>MCJROTC Unit Organization</u></p> <p>Lesson Objectives</p> <p>Identify the organizational elements of a MCJROTC unit</p> <p>Characterize the MCJROTC Chain of Command</p> <p>Indicate purpose of a Chain of Command</p> <p>Characterize the MCJROTC unit</p> <p><u>Requirements for MCJROTC Participation</u></p> <p>Lesson Objectives</p> <p>Identify the requirements for MCJROTC participation</p> <p>Explain high school enrollment requirements</p> <p>Explain citizenship requirements</p> <p>Explain physical fitness requirements</p> <p><u>The Benefits for Successful Completion of MCJROTC</u></p> <p>Lesson Objectives</p> <p>Identify the benefits for successful completion of MCJROTC</p> <p>Describe promotion potential in the Military</p> <p>Describe advance placement in Senior ROTC</p> <p>Describe the potential for early application to Marine Corps Platoon Leaders Class</p> <p><u>Promotions and Awards - Signs of Success</u></p> <p>Lesson Objectives</p> <p>Be familiar with the MCJROTC Promotion and Awards systems</p> <p>Identify MCJROTC rank structure</p> <p>Describe MCJROTC promotion policies</p> <p>Identify MCJROTC Awards</p> <p>Describe MCJROTC award policies</p> <p><u>Uniform Issue and Turn-In</u></p> <p>Lesson Objectives</p> <p>Know the requirements for uniform issue and turn-in</p> <p>Identify uniform issue items for males</p> <p>Identify uniform issue items for females</p> <p>Identify male uniform issue items for turn-in</p> <p>Identify female uniform issue items for turn-in</p> <p>Identify special teams uniform items for issue and turn-in</p> <p><u>Codes of Conduct</u></p> <p>Lesson Objectives</p> <p>Explain the school and MCJROTC codes of conduct</p> <p>Explain codes of conduct</p> <p>Describe school codes of conduct</p> <p>Describe MCJROTC codes of conduct</p>
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Table B4. Marine Corps Military Subjects Continued

<p><u>Cadet Records</u></p> <p>Lesson Objectives</p> <p>Explain the purpose of cadet records</p> <p>Explain the purpose of cadet records</p> <p>Identify information found in cadet records</p> <p>Explain how records are maintained</p> <p><u>Security Procedures - Are You Aware?</u></p> <p>Lesson Objectives</p> <p>Explain MCJROTC security procedures</p> <p>Define security</p> <p>Identify forms of security</p> <p>Describe security procedures specific to MCJROTC</p> <p><u>History of Drill</u></p> <p>Lesson Objectives</p> <p>Explain the history of drill at an introductory level</p> <p>Describe the origin of drill as it relates to the Continental Army of the United States</p> <p>Identify five purposes of drill throughout history in times of war and peace</p> <p>Explain the importance of drill on military discipline</p> <p>Compare the qualities of discipline that Baron Friedrich von Steuben instilled in the Continental Army to what military drill teaches and develops today</p> <p><u>Introduction to Drill</u></p> <p>Lesson Objectives</p> <p>Explain the procedures and movements of drill at an introductory level</p> <p>State the five purposes of close order drill</p> <p>Describe the responsibilities of both followers and leaders in drill</p> <p>Define preparatory commands, commands of execution, and supplementary commands</p> <p>Describe the basic rules of giving commands</p> <p>Describe the role of voice control, distinctiveness, and inflection in giving effective commands</p> <p>Describe positions of attention, positions of rest, and the movements of facing and the hand salute</p> <p><u>Professional Personal Appearance</u></p> <p>Lesson Objectives</p> <p>To maintain a professional personal appearance</p> <p>Explain the importance of a good professional personal appearance</p> <p>Describe the personal traits that make up a professional personal appearance</p> <p>Describe the specific Marine Corps requirements for maintaining a professional personal appearance</p> <p><u>Introduction to MCJROTC Uniforms</u></p> <p>Lesson Objectives</p> <p>Identify MCJROTC uniforms</p> <p>Be familiar with the history of the Marine Corps uniforms</p> <p>Be able to describe the different MCJROTC uniforms</p> <p>Be able to identify the insignia and devices worn on the MCJROTC uniform</p>

Table B4. Marine Corps Military Subjects Continued

<p><u>Wear and Care of the Utility and Physical Training Uniform</u></p> <p>Lesson Objectives</p> <p>Properly wear and care for Utility and Physical Training uniforms</p> <p>Describe the Utility and Physical Training uniforms</p> <p>Demonstrate the proper wear and care of the Utility and Physical Training uniforms</p>
<p><u>Wear and Care of the Service Uniform</u></p> <p>Lesson Objectives</p> <p>Properly wear and care for Service A, B, and C uniforms</p> <p>Describe the three types of Service Uniforms</p> <p>Demonstrate the proper wear and care of the Service Uniforms</p> <p>Demonstrate the proper care of footwear</p>
<p><u>Uniforms, Insignia and Grooming</u></p> <p>Lesson Objectives</p> <p>Demonstrate their knowledge of uniforms, insignia and grooming</p> <p>Describe the different types of MCJROTC uniforms</p> <p>Describe uniform rank insignia</p> <p>Identify tips for grooming</p>
<p><u>Personnel Inspections</u></p> <p>Lesson Objectives</p> <p>Identify all standard uniform items</p> <p>Define inspection</p> <p>State the four characteristics of inspection</p> <p>Identify guidelines and techniques for inspection</p> <p>Describe the standard formation for personnel inspections</p> <p>Identify all standard uniform items</p> <p>Conduct personnel inspections</p>
<p><u>Blue Dress Uniforms</u></p> <p>Lesson Objectives</p> <p>Know how to properly wear the Blue Dress uniforms</p> <p>Describe the four types of Blue Dress uniforms</p> <p>Demonstrate the proper wear of Blue Dress uniforms</p> <p>Identify occasions for wear of the Blue Dress uniforms</p>
<p><u>The Salute - A Sign of Respect</u></p> <p>Lesson Objectives</p> <p>Able to properly execute a hand salute</p> <p>Explain how to give a proper military hand salute</p> <p>Know when to give a salute</p> <p>Know whom to salute</p>
<p><u>Rendering Salutations</u></p> <p>Lesson Objectives</p> <p>Render proper salutations when in the presence of an officer</p> <p>State the proper salutations when addressing a senior cadet</p> <p>State the proper salutations when overtaking a senior cadet</p> <p>Know when to use military titles</p> <p>Define salutation</p>
<p><u>Reporting</u></p> <p>Lesson Objectives</p> <p>Demonstrate the proper procedures for reporting to an officer</p> <p>Explain appropriate procedures for reporting to an officer</p> <p>Demonstrate the three steps in the reporting procedure</p>

Table B4. Marine Corps Military Subjects Continued

<p><u>The National Colors - Symbol of Freedom</u></p> <p>Lesson Objectives</p> <p>Demonstrate appropriate military customs and courtesies for rendering honors to the National Colors</p> <p>Explain the significance of the National Colors</p> <p>Describe the three types of flags and their use</p> <p>Identify the occasions for saluting the National Colors</p> <p><u>Marine's Hymn</u></p> <p>Lesson Objectives</p> <p>Explain the words of the Marines' Hymn and how the words relate to foundation of Marine Corps history</p> <p>Explain the historical significance of the Marines' Hymn</p> <p>Recite and sing the words of the Marines' Hymn</p> <p><u>A Symbol of Pride</u></p> <p>Lesson Objectives</p> <p>Describe the three items comprising the Marine Corps emblem</p> <p>Identify the three components of the Marine Corps emblem</p> <p>Explain what each component of the emblem represents</p> <p>Define the historical significance of the emblem</p> <p><u>Marine Corps Birthday</u></p> <p>Lesson Objectives</p> <p>Recite the historical significance of the Marine Corps birthday</p> <p>Explain the significance of the Marine Corps birthday</p> <p>Know the official date of the Marine Corps birthday and historical facts surrounding the event</p> <p><u>Nautical Terms</u></p> <p>Lesson Objectives</p> <p>Define sea service terms as they relate to Marine Corps and MCJROTC</p> <p>Identify sea service terms used by the Marine Corps</p> <p>Explain the significance of sea service terms usage</p> <p><u>Marine Corps Symbols</u></p> <p>Lesson Objectives</p> <p>Identify significant symbols of the Marine Corps</p> <p>Describe the Marine Corps Seal</p> <p>Identify the significance of the High Collar, Quatrefoil, and Red Stripe</p> <p>Identify the officer and NCO sword</p> <p><u>United States Flags - Colors of Pride</u></p> <p>Lesson Objectives</p> <p>Properly display the National, State, and Organizational flags</p> <p>Describe the process for displaying a National flag alone</p> <p>Describe the process for displaying a National flag in a group</p> <p>Identify occasions when displaying the National flag is not correct</p> <p><u>Pledge of Allegiance</u></p> <p>Lesson Objectives</p> <p>Describe the significance of the Pledge of Allegiance</p> <p>Explain the various parts of the Pledge of Allegiance</p> <p>Demonstrate the proper technique for reciting the Pledge of Allegiance while in uniform or civilian cloths</p>

Table B4. Marine Corps Military Subjects Continued

<p><u>Boarding a Naval Vessel</u></p> <p>Lesson Objectives</p> <p>Demonstrate proper procedures for entering vehicles and boarding Naval vessels</p> <p>Explain the customs, courtesies in boarding and departing a Naval vessel via a gangway</p> <p>Know small boat etiquette</p> <p>Explain procedures for entering and exiting a vehicle with a senior</p>
<p><u>Marine Corps Birthday Celebration</u></p> <p>Lesson Objectives</p> <p>Able to plan and conduct a Marine Corps Birthday ceremony</p> <p>Provide the official date of the Marine Corps Birthday</p> <p>Explain the customs associated with the celebration of the Marine Corps Birthday</p> <p>Plan and conduct a Marine Corps Birthday ceremony</p>
<p><u>Mess Night</u></p> <p>Lesson Objectives</p> <p>Able to plan a Mess Night</p> <p>Explain the purpose of a Mess Night</p> <p>Plan a Mess Night</p>
<p><u>Marine Corps JROTC Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Marine Corps JROTC rank and insignia</p> <p>Identify the Marine Corps JROTC officer rank and insignia</p> <p>Identify the Marine Corps JROTC enlisted rank and insignia</p> <p>Differentiate between Marine Corps JROTC officer and enlisted rank and insignia</p> <p>Identify Marine Corps JROTC officer and enlisted rank structure in sequence</p>
<p><u>Marine Corps Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Marine Corps rank, grade and insignia</p> <p>Identify Marine Corps officer rank, grade and insignia</p> <p>Identify Marine Corps enlisted rank, grade and insignia</p> <p>Differentiate between Marine Corps officer and enlisted rank and insignia</p> <p>Identify Marine Corps officer and enlisted rank structure in sequence</p>
<p><u>Navy Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Navy rank, grade and insignia</p> <p>Identify Navy officer rank, grade and insignia</p> <p>Identify Navy enlisted rank, grade and insignia</p> <p>Differentiate between Navy officer and enlisted rank and insignia</p> <p>Identify Navy officer and enlisted rank structure in sequence</p>
<p><u>Navy JROTC Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Navy JROTC rank and insignia</p> <p>Identify the Navy JROTC officer rank and insignia</p> <p>Identify the Navy JROTC enlisted rank and insignia.</p> <p>Differentiate between Navy JROTC officer and enlisted rank and insignia.</p> <p>Identify Navy JROTC officer and enlisted rank structure in sequence</p>

Table B4. Marine Corps Military Subjects Continued

<p><u>Army Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Army rank, grade and insignia</p> <p>Identify Army officer rank, grade and insignia</p> <p>Identify the Army enlisted rank, grade and insignia</p> <p>Differentiate between Army officer and enlisted rank and insignia</p> <p>Identify Army officer and enlisted rank structure in sequence</p> <p><u>Army JROTC Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Army JROTC rank and insignia</p> <p>Identify Army JROTC officer ranks and insignia</p> <p>Identify the Army JROTC enlisted ranks and insignia</p> <p>Differentiate between Army JROTC officer and enlisted ranks and insignia</p> <p>Identify Army JROTC officer and enlisted rank structure in sequence</p> <p><u>Air Force Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Air Force rank, grade and insignia</p> <p>Identify Air Force officer rank, grade and insignia</p> <p>Identify Air Force enlisted rank, grade and insignia</p> <p>Differentiate between Air Force officer and enlisted rank and insignia</p> <p>Identify Air Force officer and enlisted rank structure in sequence</p> <p><u>Air Force JROTC Rank Structure</u></p> <p>Lessons Objectives</p> <p>Identify the Air Force JROTC rank and insignia</p> <p>Identify Air Force JROTC officer rank and insignia</p> <p>Identify Air Force JROTC enlisted rank and insignia</p> <p>Differentiate between Air Force JROTC officer and enlisted rank and insignia</p> <p>Identify Air Force JROTC officer and enlisted rank structure in sequence</p> <p><u>Marine Corps Rank</u></p> <p>Lessons Objectives</p> <p>Correctly group Marine Corps officer and enlisted grades</p> <p>Identify and group officer grades into the appropriate category</p> <p>Identify and group enlisted grades into the appropriate category</p> <p><u>The Purpose of the Chain of Command</u></p> <p>Lesson Objectives</p> <p>Identify the purposes of the chain of command</p> <p>Define chain of command</p> <p>Identify two purposes of the chain of command</p> <p>Describe how the chain of command decentralizes authority</p> <p>Describe how the chain of command links different levels of command</p> <p><u>MCJROTC Unit Chain of Command</u></p> <p>Lesson Objectives</p> <p>Identify the MCJROTC unit chain of command and organization</p> <p>Explain the purpose of the MCJROTC unit chain of command</p> <p>Describe the MCJROTC unit chain of command</p> <p>Identify the two types of MCJROTC unit organizations</p> <p>Identify positions within the MCJROTC chain of command and the MCJROTC unit organization</p>
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Table B4. Marine Corps Military Subjects Continued

<p><u>Marine Corps Chain of Command</u></p> <p>Lesson Objectives</p> <p>Identify the Marine Corps Chain of Command</p> <p>Explain the purpose of the Marine Corps Chain of Command</p> <p>Identify the Marine Corps Chain of Command</p> <p><u>Marine Corps Posts and Stations</u></p> <p>Lesson Objectives</p> <p>Identify major posts and stations of the Corps</p> <p>Define posts and stations, bases and military installations</p> <p>Describe a typical post organization</p> <p>Describe facilities and services provided on a typical post</p> <p>Identify major posts and stations of the Marine Corps</p> <p><u>The Organization of the Marine Corps</u></p> <p>Lesson Objectives</p> <p>Describe the combat organization of the Marine Corps</p> <p>State the official mission of the Marine Corps</p> <p>Identify the document that defines the Marine Corps mission</p> <p>Identify the seven elements of the Marine Corps mission</p> <p>Identify and describe the three principal subdivisions of the Marine Corps organization</p> <p><u>The Marine Air-Ground Task Force</u></p> <p>Lesson Objectives</p> <p>Explain the Marine Air-Ground Task Force organization</p> <p>Define Marine Air-Ground Task Force (MAGTF)</p> <p>Identify the four elements of a MAGTF</p> <p>Describe the three types of MAGTF</p> <p>Describe a Special Purpose MAGTF</p>

MARKSMANSHIP

Table B10. Army Marksmanship

<u>History of Marksmanship</u>
Lesson Objectives
Identify different human marksmanship skills and recognize their historic applications
Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills
Report on important sports competitions that involve rifle shooting
Describe the basic rules of target shooting as a sport
<u>Firearm Safety and Safe Range Operation</u>
Lesson Objectives
Identify the main parts of a firearm that concern safety (muzzle, action, trigger)
Develop rules for safe firearm handling
Understand rules and procedures for safe range operation
Demonstrate rules for safe firearm handling
<u>Target Shooting Equipment and Its Operation</u>
Lesson Objectives
Recognize the basic equipment needed for target shooting
Describe how air rifles function
Recognize the first steps of cocking and firing an air rifle, including a correct trigger release
Recognize how to load and fire air rifles
<u>The First Target Position - Standing</u>
Lesson Objectives
Assume the standing position used for target shooting
Practice sight alignment on a blank target
Dry fire by performing correct trigger release
<u>Aiming and Firing</u>
Lesson Objectives
Aim at a target from the standing position
Learn how correct breathing enhances control and relaxation
Shoot in the standing position while performing the basic techniques for firing a shot
<u>Sight Adjustment and Scoring</u>
Lesson Objectives
Practice shooting in the standing position while applying good shot technique
Adjust sights so that shot groups are centered on the target
Score targets correctly
<u>The Prone Position</u>
Lesson Objectives
Demonstrate how to properly use a sling in a target shooting position
Assume the prone position used for target shooting
Shoot in the prone position while performing correct shot technique

Table B10. Army Marksmanship Continued

<p style="text-align: center;"><u>The Kneeling Position</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe how positions used in modern target shooting evolved from positions and skills used by soldiers in combat</p> <p>Assume the kneeling position used for target shooting</p> <p>Shoot in the kneeling position while performing the correct shot technique</p> <p style="text-align: center;"><u>Practice and Skill Development</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Use a Shooter's Diary to record critical lessons learned in marksmanship practice</p> <p>Develop and practice a shot plan</p> <p>Attain improved shot technique by learning to check balance and relaxation before each shot</p> <p>Complete a three-position 3x10 course of fire on the BMC target</p> <p style="text-align: center;"><u>Competition Opportunities</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Learn about sports competition opportunities available to JROTC and school rifle team members</p> <p>Complete a regulation course of fire (3x10 shots) on the official air rifle target</p> <p>Complete a "final" using the Olympic final round format</p>
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Table B11. Marine Corps Marksmanship

<p style="text-align: center;">History of Marksmanship</p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain the history and purpose of marksmanship</p> <p>Identify different human marksmanship skills and recognize their historic applications</p> <p>Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills</p> <p>Report on important sports competitions that involve rifle shooting</p> <p>Describe the basic rules of target shooting as a sport</p> <p style="text-align: center;"><u>Firearm Safety and Safe Range Operation</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain firearm safety and safe range operation</p> <p>Identify the main parts of a firearm that concern safety (muzzle, action, trigger)</p> <p>Develop rules for safe firearm handling</p> <p>Understand rules and procedures for safe range operation</p> <p>Demonstrate rules for safe firearm handling</p> <p style="text-align: center;"><u>Target Shooting Equipment and Its Operation</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain firearm safety and safe range operation</p> <p>Recognize the basic equipment needed for target shooting</p> <p>Describe how air rifles function</p> <p>Recognize the first steps of cocking and firing an air rifle, including a correct trigger release</p> <p>Recognize how to load and fire air rifles</p>
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Table B11. Marine Corps Marksmanship Continued

<p><u>The First Target Position Standing</u></p> <p>Lesson Objectives</p> <p>Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions</p> <p>Assume the standing position used for target shooting</p> <p>Practice sight alignment on a blank target</p> <p>Dry fire by performing correct trigger release</p> <p><u>Aiming and Firing</u></p> <p>Lesson Objectives</p> <p>Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions</p> <p>Aim at a target from the standing position</p> <p>Learn how correct breathing enhances control and relaxation</p> <p>Shoot in the standing position while performing the basic techniques for firing a shot</p> <p><u>Sight Adjustment and Scoring</u></p> <p>Lesson Objectives</p> <p>Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions</p> <p>Practice shooting in the standing position while applying good shot technique</p> <p>Adjust sights so that shot groups are centered on the target</p> <p>Score targets correctly</p> <p><u>The Prone Position</u></p> <p>Lesson Objectives</p> <p>Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions</p> <p>Demonstrate how to properly use a sling in a target shooting position</p> <p>Assume the prone position used for target shooting</p> <p>Shoot in the prone position while performing correct shot technique</p> <p><u>The Kneeling Position</u></p> <p>Lesson Objectives</p> <p>Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions</p> <p>Describe how positions used in modern target shooting evolved from positions and skills used by soldiers in combat</p> <p>Assume the kneeling position used for target shooting</p> <p>Shoot in the kneeling position while performing the correct shot technique</p> <p><u>Practice and Skill Development</u></p> <p>Lesson Objectives</p> <p>Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions</p> <p>Use a Shooter's Diary to record critical lessons learned in marksmanship practice</p> <p>Develop and practice a shot plan</p> <p>Attain improved shot technique by learning to check balance and relaxation before each shot</p> <p>Complete a three-position 3x10 course of fire on the BMC target</p>

Table B11. Marine Corps Marksmanship Continued

<u>Competition Opportunities</u>
Lesson Objectives
Able to engage the target and conduct qualification firing in the prone, kneeling and standing positions
Learn about sports competition opportunities available to JROTC and school rifle team members
Complete a regulation course of fire (3x10 shots) on the official air rifle target
Complete a "final" using the Olympic final round format

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APPENDIX C – LEADERSHIP SUBJECTS LESSON OBJECTIVES⁶²

Table C1. Army Leadership

<p><u>Leadership Defined</u> Lesson Objectives Identify leader behaviors that create the desire to follow Explore leader behaviors as they relate to purpose, direction, and motivation Assess present leader behaviors as they relate to purpose , direction, and motivation Identify areas for personal development</p>
<p><u>Leadership Reshuffled</u> Lesson Objectives Identify the development of leadership Describe the different approaches to leadership, the reasons for using them and the reasons for their decline Describe environmental changes that affect leadership</p>
<p><u>Leadership from the Inside Out</u> Lesson Objectives Identify what attitudes the cadets currently hold and how those attitudes affect their actions Learn that different people have different values based on their life's experience Discuss how the similarities and differences in people's values can impact how they lead, follow or team with others Identify and relate to the Army values</p>
<p><u>Principles and Leadership</u> Lesson Objectives Identify four categories of leadership character and competence Define leadership dimensions Recognize leader behaviors as they relate to the BE, KNOW, DO model Identify times cadets can, and do, demonstrate leadership character and competence</p>
<p><u>Celebrating Differences – Culture and Individual Diversity</u> Lesson Objectives Describe the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment</p>
<p><u>Power Bases and Influences</u> Lesson Objectives Describe the different types of power and influence Describe the proper application of power and influence Use individual and system power respectfully and effectively to increase performance</p>

⁶² The lesson objectives contained in the following tables were extracted from the sources listed in Appendix A.

Table C1. Army Leadership Continued

<u>Styles of Leadership</u>
Lesson Objectives
Identify different styles of leadership
Determine what style works best and when
<u>Management Skills</u>
Lesson Objectives
Define management
Discuss the difference between management and leadership
<u>Communication</u>
Lesson Objectives
Recognize the important role communication plays in leadership
Identify the basic flow and purpose served by informal communication
Describe the major elements of a communication model
Describe the main types of nonverbal communication
Discuss how feedback and effective listening help communication effectiveness
<u>Motivation</u>
Lesson Objectives
Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation
Discuss the fourteen principles of motivation and how they impact motivation
<u>Development</u>
Lesson Objectives
Conduct a Force Field Analysis identifying strengths and areas of focus for development
Conduct an assessment of current level of competence in the fifteen leadership dimensions and create a plan of action to be totally involved in the leadership development process
<u>Goal Setting</u>
Lesson Objectives
Demonstrate the value of goal setting for task achievement
Demonstrate the positive role of a leader in developing the motivation to achieve
Describe individual and small group goal-setting behavior and achievement motivation
Describe feelings and outcomes of winning and losing
<u>Performance Indicators</u>
Lesson Objectives
Review the leadership dimensions of the BE, KNOW, DO model
Introduce the counseling process and use the BE, KNOW, DO model as an assessment and counseling tool
<u>Negotiating</u>
Lesson Objectives
Explore the element of trust between group members and the effects of the betrayal of trust
Demonstrate the effects of competition and collaboration in intergroup relationships
Study the effects of win-lose, win-win, and lose-lose strategies in negotiations between groups

Table C1. Army Leadership Continued

<p><u>Decision Making and Problem Solving</u></p> <p>Lesson Objectives</p> <p>Analyze some aspects of cooperation in solving a group problem</p> <p>Describe behaviors that may contribute toward or obstruct the solving of a group problem</p>
<p><u>Planning</u></p> <p>Lesson Objectives</p> <p>Illustrate the need to plan adequately</p> <p>Describe the four-step planning process</p> <p>Explain how to create one type of plan</p> <p>Describe different styles of analyzing data and of drawing conclusions from data</p>
<p><u>Leading Meetings</u></p> <p>Lesson Objectives</p> <p>Describe how to plan and conduct meetings</p> <p>Develop an action plan for using effective meeting practices</p> <p>Explain the use of effective meeting leadership practices</p>
<p><u>Supervising</u></p> <p>Lesson Objectives</p> <p>Describe supervisory skills of problem solving and decision-making</p> <p>Explain how to transform mistakes into opportunities for learning</p>
<p><u>Team Development</u></p> <p>Lesson Objectives</p> <p>Identify the characteristics, qualities of individual responsibility, self-reliance, followership, and teamwork</p> <p>Explain the importance of individual responsibility, self-reliance, followership, and teamwork</p> <p>Describe the responsibilities of a team leader and the leadership factors that affect teamwork</p>
<p><u>Project Management</u></p> <p>Lesson Objectives</p> <p>Gain awareness of appropriate project-management behaviors</p> <p>Identify the critical components needed for successful project management</p> <p>Practice the use of PERT/CPM and GANTT charts</p>
<p><u>Mentoring</u></p> <p>Lesson Objectives</p> <p>Describe the concept of mentoring and the four functions of mentoring program</p> <p>Identify seven ways leaders as mentors can obtain the trust and respect of subordinates and/or mentees</p> <p>Demonstrate knowledge of the roles and responsibilities of a mentor while participating in a mentoring relationship</p>

Table C1. Army Leadership Continued

<u>Basic Command and Staff Principles</u>
Lesson Objectives
<p>Describe the concept of command by comparing: command authority to command responsibility, and staff relationships to command authority/chain of command</p> <p>Describe the primary importance of a staff and four reasons why commanders organize a staff</p> <p>Describe delegation of authority and identify at least three command functions that should remain with the commander</p> <p>Describe four staff responsibilities and three common procedures that staff officers use to coordinate staff actions</p> <p>Compare the three types of staffs and their relationship to the commander</p> <p>Describe the nine-step sequence of command and staff actions in the correct order</p> <p>Describe the scope and purpose of the commander's estimate</p> <p>Describe the procedures and personnel requirements necessary to conduct a regular or special meeting</p> <p>Demonstrate command and staff principles while performing the responsibilities and duties of an assigned leadership position within your cadet battalion</p> <p>Interact with key cadet battalion personnel according to their responsibilities and duties</p>

Table C2. Air Force Leadership

<p><u>Learning to Work Together</u></p> <p>Lesson Objectives</p> <p>List the most common worries associated with personal identity in a team.</p> <p>Describe characteristics of team members.</p> <p>Explain the stages of team growth.</p> <p>Describe the feelings and behaviors demonstrated during each stage of team growth.</p> <p>List ingredients for a successful team.</p> <p><u>Working Through Group Problems</u></p> <p>Lesson Objectives</p> <p>Describe nine common group problems.</p> <p>Give some examples of how to overcome group problems.</p> <p>Describe how a team leader can manage the nine common group problems.</p> <p><u>Improving Group Effectiveness</u></p> <p>Lesson Objectives</p> <p>Defend the importance of group guidelines.</p> <p>Describe the basic concepts of groups.</p> <p>Describe the three operating levels of groups.</p> <p>Describe the nine group maturity characteristics.</p> <p><u>Prejudice</u></p> <p>Lesson Objectives</p> <p>Define the term discrimination.</p> <p>Define the types of arbitrary discrimination.</p> <p>Describe the term "prejudice."</p> <p>Give examples of how prejudice is learned and not inherited.</p> <p>List the four world great ideas that oppose prejudice and support better human relations.</p> <p>Describe steps that can be taken to reduce the potential for prejudice.</p> <p><u>Sexism</u></p> <p>Lesson Objectives</p> <p>Define the term "sexism."</p> <p>Distinguish between conscious and unconscious sexism.</p> <p>Define sexual harassment.</p> <p>Explain the three types of sexual harassment.</p> <p>Give examples of the three types of sexual harassment.</p> <p>Describe how to file a formal or informal sexual harassment complaint.</p> <p>Describe some solutions for sexism and sexual harassment.</p> <p><u>The Leadership Concept</u></p> <p>Lesson Objectives</p> <p>Define leadership.</p> <p>Describe the fundamental elements of leadership.</p> <p>Identify mission and people as two important factors of leadership.</p> <p>Describe the leadership traits of a potential leader.</p> <p><u>Leadership Principles</u></p> <p>Lesson Objectives</p> <p>Explain the leadership principles.</p> <p>Give examples of the principles of leadership.</p>

Table C2. Air Force Leadership Continued

<p><u>The Leadership Situation</u></p> <p>Lesson Objectives</p> <p>Distinguish between the terms leadership and management.</p> <p>Explain the four primary factors of the leadership situation.</p> <p>Explain the tasks involved in the mission.</p> <p>Describe why people are important to the leadership situation.</p> <p>Identify the style of leadership that should be used in specific situations.</p> <p>List the factors that prepare you for the leadership situation.</p> <p>Describe the leadership styles of different leaders.</p> <p><u>Followership</u></p> <p>Lesson Objectives</p> <p>Define the term "follower."</p> <p>Describe the five types of followers.</p> <p>Describe how to be an effective follower.</p> <p>Demonstrate the Air Force Core Values.</p> <p>Explain the importance of core values.</p> <p>Explain ways a follower can strengthen the supervisor-follower relationship.</p> <p><u>Building Teamwork</u></p> <p>Lesson Objectives</p> <p>Describe the leadership maxims.</p> <p>Explain how the behavior of subordinates can affect organizational goals.</p> <p><u>Evolution of Management</u></p> <p>Lesson Objectives</p> <p>Describe Frederick Taylor's theory of scientific management contributions to the effective practice of management.</p> <p>Distinguish between Henry Gantt's and Frank and Lillian Gilbreth's contributions to the effective practice of management.</p> <p>Display Fayol's 14 principles of management.</p> <p>Describe Max Weber's ideal organization form.</p> <p>Describe the Hawthorne studies contributions to the behavioral approach to management.</p> <p>Identify Theory X, Theory Y, and Theory Z.</p> <p>Show how managers can benefit from using the quantitative approach to management when making decisions.</p> <p>Describe the key aspects of both the systems and the contingency approaches to management practice.</p> <p><u>A Study of Management</u></p> <p>Lesson Objectives</p> <p>State the importance of studying management.</p> <p>Define management.</p> <p>Demonstrate the responsibilities of a manager.</p> <p>Practice using important resources in an organization.</p> <p><u>Principles of Management</u></p> <p>Lesson Objectives</p> <p>Show how effectiveness and efficiency are important aspects of management.</p> <p>Practice principles of management.</p> <p>Identify the characteristics of management.</p>
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Table C2. Air Force Leadership Continued

<p style="text-align: center;"><u>Functions of Management</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe the opportunities available in management.</p> <p>Describe the changes taking place in management.</p> <p>Practice the five functions of management.</p> <p>Develop a plan using the elements of planning.</p> <p>Perform four primary steps of organizing.</p> <p>Explain the principles of organizing.</p> <p>Practice directing and controlling techniques.</p> <p style="text-align: center;"><u>Conflict Management</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define conflict and conviction.</p> <p>Distinguish between the terms empowerment and recognition.</p> <p>Describe the nine antecedents to conflict.</p> <p>Use conflict management techniques.</p> <p>Demonstrate the five personal conflict management styles.</p> <p>Practice goal negotiations techniques in conflict situations.</p> <p>Use listening skills to resolve a conflict.</p> <p>Resolve conflicts by using conflict management.</p> <p>Practice ways to avoid conflicts.</p> <p>Choose behaviors to avoid conflicts.</p> <p>Explain conflict resolution.</p> <p style="text-align: center;"><u>Personal Coping Mechanisms for Conflicts in Values</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Identify the common defense mechanisms.</p> <p>Describe key characteristics of defense mechanisms.</p> <p>Describe key characteristics of personal value differences.</p> <p>Show how defense mechanisms can negatively affect relationships.</p> <p style="text-align: center;"><u>Management: Skills, Roles, and Performance</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define what is meant by the term performance and productivity.</p> <p>Practice the qualities of successful management.</p> <p>Describe the management system.</p> <p>Perform the crucial management skills that must be applied if an organization is to be successful.</p> <p style="text-align: center;"><u>Delegation Skills</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>State the roles of the manager in the delegation process.</p> <p>Describe the external environment that impacts an organization.</p> <p>Define what is meant by the term delegation.</p> <p>State why delegation is important.</p> <p>Show how a manager uses delegation effectively.</p> <p>Practice effective delegation steps.</p> <p>Identify problems in delegation.</p> <p style="text-align: center;"><u>Problem Solving</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe the six steps of the problem solving process.</p> <p>Describe the four barriers to creativity.</p> <p>Define the term brainstorming.</p> <p>Explain the four rules of brainstorming.</p> <p>Solve specific problems using the six steps problem-solving process.</p>

Table C2. Air Force Leadership Continued

<p style="text-align: center;"><u>Decision Making</u> Lesson Objectives</p> <p>State the purpose of decision-making, problem solving, and contingency planning.</p> <p>State the importance of creativity.</p> <p>Describe the three elements of decision-making.</p> <p>Describe the effective decision making techniques.</p> <p>Make a decision on a given situation using effective decision-making techniques.</p>
<p style="text-align: center;"><u>Negotiation</u> Lesson Objectives</p> <p>Define the concept of contingency planning.</p> <p>Define what is meant by the term negotiate.</p> <p>Explain the key to successful negotiation.</p> <p>Describe the styles of negotiation.</p> <p>Describe the key negotiating principles.</p> <p>Describe the five phases of negotiation.</p> <p>Explain the importance of negotiation.</p>
<p style="text-align: center;"><u>Mentoring</u> Lesson Objectives</p> <p>Define the term mentoring.</p> <p>Describe four types of mentoring.</p> <p>List the ten rules for maintaining a mentoring relationship.</p> <p>List the five attributes of a good mentor.</p> <p>State the importance of mentoring.</p>
<p style="text-align: center;"><u>Management Self-Development</u> Lesson Objectives</p> <p>Define the term management self-development.</p> <p>Describe the importance of self-development.</p> <p>Describe the five methods used to develop oneself as a manager.</p> <p>Describe areas an individual might apply self-development principles.</p> <p>Describe how organizations apply this approach.</p>
<p style="text-align: center;"><u>Managing Your Time</u> Lesson Objectives</p> <p>Define time as a resource.</p> <p>Explain the importance of setting objectives.</p> <p>Describe what are key task areas.</p> <p>Give examples of key task areas.</p> <p>Explain why planning systems are important.</p> <p>Explain the importance of logging time used.</p> <p>Define what is meant by the term procrastination.</p> <p>List four causes of procrastination.</p> <p>Discuss the six most important personal time wasters and ways of resolving them.</p> <p>Describe the five styles of managing.</p>
<p style="text-align: center;"><u>Managing Information</u> Lesson Objectives</p> <p>Define what is meant by the term information.</p> <p>Describe how to set up a system for managing information.</p> <p>Define information technology in the broadest sense of the term.</p> <p>Describe computer-based technology of today.</p> <p>Identify some of the many uses of the computer.</p>

Table C2. Air Force Leadership Continued

<p style="text-align: center;"><u>Managing Other People</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define the term management.</p> <p>Practice good listening techniques.</p> <p>Explain how a good manager can help his/her people learn.</p> <p style="text-align: center;"><u>People Skills</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define what are people skills.</p> <p>List four advantages of improved people skills.</p> <p>Explain fundamental people skills.</p> <p>Describe how to analyze situations.</p> <p>Define what is meant by the term objective.</p> <p>Describe verbal and visual behavior.</p> <p>Describe how to shape other people's behavior.</p> <p>Describe the assertive, submissive, and aggressive behaviors.</p>
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Table C3. Navy Leadership

<p style="text-align: center;"><u>Followership</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define followership</p> <p>Describe the different types of followers</p> <p>Describe the qualities of a good follower, and the importance of obedience in a military organization</p> <p>Describe the duties of a good follower</p> <p style="text-align: center;"><u>Leadership</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define leadership</p> <p>Cite the traits of an effective leader</p> <p>Cite the personal qualities of an effective leader</p> <p>Discuss the range of leadership styles and strategies of successful leaders, from the very autocratic to the very democratic</p> <p style="text-align: center;"><u>Leadership Opportunities in NJROTC</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Discuss the typical NJROTC unit organizational chart</p> <p>Describe the leadership positions found in the unit</p> <p style="text-align: center;"><u>Motivation</u></p> <p style="text-align: center;">LESSON OBJECTIVES</p> <p>Discuss Maslow's priority of human needs</p> <p>Define human needs of survival, security, belonging, esteem and self-actualization</p> <p>Discuss the main motivating factors in people's actions, and how it impacts on their attitude to do a better job</p> <p>Define punishment as a negative approach to motivation</p> <p>Define rewards as a positive approach to motivation</p>

Table C3. Navy Leadership Continued

<p style="text-align: center;"><u>Relationships</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Discuss senior and subordinate relationships in a typical military situation</p> <p>Cite three reasons for the chain-of-command</p> <p>Discuss road blocks and their effect on relationships in the NJROTC unit</p> <p>Define prejudice and how people show prejudice in their general behavior</p> <p>Discuss how the individual can immunize himself/herself against prejudice</p> <p>Explain the difference between discrimination and prejudice</p> <p>Discuss how frustration, anger, sexual harassment, being picked-on, and unfair situations cause conflicts in human relationships</p> <p>Discuss what the individual can do to learn about solving conflicts</p> <p>Compare and contrast the different tips to handling conflicts in difficult situations</p> <p style="text-align: center;"><u>Attitudes and Emotions</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Discuss how an individual's attitude influences others around him/her and contributes to the success of the NJROTC unit</p> <p>Discuss the key to having a good attitude</p> <p>Discuss the difference between winning and losing attitudes</p> <p>Compare and contrast the attitudes that are found in winners and losers</p> <p>Discuss how emotions play a strong role in the way people behave in different situations</p> <p>Discuss how physical activity can help work out the feelings associated with an intense emotional buildup</p> <p>Discuss how sometimes talking it out may be the best therapy for releasing emotional tension</p> <p>Discuss how the ability to retain a sense of humor can be a big asset in the construction of expression of emotions</p> <p>Discuss how it is easier to talk about positive attitudes and actions than it is to improve them</p>

Table C4. Marine Corps Leadership

<p><u>Leadership Defined</u></p> <p>Lesson Objectives</p> <p>Explain the Marine Corps definition of leadership</p> <p>Understand how influencing others is a key aspect of leadership</p> <p>Explain the three aspects of leadership: purpose, direction, and motivation</p>
<p><u>The Leader Within</u></p> <p>Lesson Objectives</p> <p>Formulate their own personal definition of leadership</p> <p>Identify leadership behaviors that cadets currently exhibit.</p> <p>Develop a plan for improvement of personal leadership behaviors</p> <p>Apply a personal definition of leadership to cadets' everyday lives</p>
<p><u>Leadership Primary and Secondary Objectives</u></p> <p>Lesson Objectives</p> <p>Explain the leadership objectives</p> <p>Identify the primary and secondary objectives of leadership</p> <p>Describe the objective of mission accomplishment</p> <p>Explain the objective of troop welfare</p>
<p><u>Ethics, Moral, Values</u></p> <p>Lesson Objectives</p> <p>Explain ethics, morals, and values</p> <p>Explain ethics, morals, and values as they relate to the Marine Corps</p> <p>Identify the four professional beliefs and values of the Marine Corps</p> <p>Understand how honor, courage, and commitment define the code of conduct for the Marine Corps</p>
<p><u>Marine Corps Values</u></p> <p>Lesson Objectives</p> <p>Explain honor, courage, and commitment</p> <p>Define honor, courage, and commitment as they relate to the Marine Corps</p> <p>Provide examples of honor, courage, and commitment</p> <p>Understand how honor, courage, and commitment relate to the code of conduct for the Marine Corps</p>
<p><u>Using Introspection to Develop Leadership Traits</u></p> <p>Lesson Objectives</p> <p>Explain introspection as it relates to leadership</p> <p>Define introspection</p> <p>List the various methods of introspection</p> <p>Identify the appropriate questions used during an introspection activity</p>
<p><u>Military Leadership Traits</u></p> <p>Lesson Objectives</p> <p>Explain the 14 leadership traits</p> <p>Provide a definition and example of each of the 14 leadership traits.</p> <p>Describe how the 14 leadership traits apply to the MCJROTC</p>
<p><u>The 11 Leadership Principles</u></p> <p>Lesson Objectives</p> <p>Explain the 11 leadership principles</p> <p>Describe and provide an example of each of the 11 leadership principles</p> <p>Explain how the 11 leadership principles apply to the MCJROTC</p> <p>Describe how the 11 leadership principles promote effective leadership</p>

Table C4. Marine Corps Leadership Continued

<p><u>Responsibility, Accountability, Authority</u></p> <p>Lesson Objectives</p> <p>Explain responsibility, authority, and accountability</p> <p>Define responsibility, authority, and accountability as it relates to leadership</p> <p>Explain the relationship between responsibility, authority, and accountability</p> <p>Understand how responsibility, authority, and accountability progress within the MCJROTC</p>
<p><u>The Role of the NCO</u></p> <p>Lesson Objectives</p> <p>Explain the role of the NCO</p> <p>Explain the origins of the NCO</p> <p>Describe the five purposes of the NCOs.</p> <p>Understand the relations between officers and enlisted Marines</p> <p>Explain Major General Lejeune's precepts</p> <p>Describe the responsibilities of the Cadet NCO</p>
<p><u>The Role of the Officer</u></p> <p>Lesson Objectives</p> <p>Explain the role of an officer</p> <p>Explain the concept that an officer is always a leader</p> <p>Describe the officer's role as a decision maker</p> <p>Understand that an officer must assume responsibility</p>
<p><u>Motivational Principles and Techniques</u></p> <p>Lesson Objectives</p> <p>Identify motivational indicators and how to apply techniques to improve motivation</p> <p>Identify the factors that motivate individuals</p> <p>Explain the fourteen principles of motivation</p> <p>Explain why motivation is important to the unit</p>
<p><u>Maintaining High Morale</u></p> <p>Lesson Objectives</p> <p>Apply indicators of morale and the techniques to improve morale in their unit</p> <p>Define morale</p> <p>Explain the effects of low morale and high morale</p> <p>Identify at least 7 indicators of morale</p> <p>Describe at least 6 techniques to improve morale</p> <p>Plan an activity that will foster or boost morale</p>
<p><u>Marine Discipline</u></p> <p>Lesson Objectives</p> <p>Identify, explain, and apply indicators of discipline and the techniques to improve discipline in a unit</p> <p>Define discipline</p> <p>Identify at least 6 indicators of discipline</p> <p>Describe at least 9 techniques to improve discipline</p>

Table C4. Marine Corps Leadership Continued

<p><u>Resolving Conflicts in a Group</u></p> <p>Lesson Objectives</p> <p>Positively resolve conflicts in a group</p> <p>Define conflict</p> <p>Identify causes of conflicts</p> <p>State strategies for resolving conflict</p> <p>Describe the role of leadership in conflict resolution</p> <p>Describe how leadership contributes to conflict</p> <p>Identify the role of communication skills in conflict resolution</p> <p><u>In All Fairness - Equal Opportunity, Sexual Harassment and Fraternization</u></p> <p>Lesson Objectives</p> <p>Discuss equal opportunity, sexual harassment, and fraternization</p> <p>Define equal opportunity, sexual harassment, and fraternization</p> <p>State the responsibilities of leaders and supervisors as regards equal opportunity, sexual harassment, and fraternization</p> <p>Identify the Marine Corps policy on fraternization</p> <p>Name three types of sexual harassment</p> <p>Discuss the objectives of the MC Equal Opportunity Program</p> <p>Identify methods for ensuring equal opportunity</p> <p><u>Team Training</u></p> <p>Lesson Objectives</p> <p>Explain the purpose of individual practice and training as well as training as a team</p> <p>Explain the need for individual practice and individual training</p> <p>Describe the purpose of training as a team</p> <p>Proficiency Defined</p> <p>Lesson Objectives</p> <p>Explain proficiency</p> <p>Describe proficiency as it relates to the Marine Corps, MCJROTC, and leadership</p> <p><u>Conducting Individual and Team Training</u></p> <p>Lesson Objectives</p> <p>Conduct individual mentoring and team training</p> <p>Identify the roles and responsibilities in a mentoring relationship</p> <p>Identify tools for successful mentoring</p> <p>Develop a Lesson Plan</p> <p>Identify required topics for Leadership Training</p> <p><u>Importance of Inspections and Evaluations</u></p> <p>Lesson Objectives</p> <p>Explain the importance of inspections and evaluations</p> <p>Explain the difference between an inspection and an evaluation</p> <p>Explain the purpose of an inspection</p> <p>Explain the purpose of an evaluation</p> <p>Explain the importance of standards</p> <p>Relate inspections and evaluations to personal career growth</p>

Table C4. Marine Corps Leadership Continued

<u>Evaluating and Recording Performance</u>
Lesson Objectives
Evaluate and record the performance of subordinates
Explain how Individual Training Standards (ITS) are used to evaluate performance
Identify elements of an evaluation (fitness) report
<u>Leadership Styles</u>
Lesson Objectives
Explain the leadership styles
Describe the authoritarian leadership style
Describe the participative leadership style
Describe the delegative leadership style
Identify each leadership style

APPENDIX D – SOCIAL SUBJECTS LESSON OBJECTIVES⁶³

CITIZENSHIP SKILLS

Table D1. Army Citizenship Skills – You the People

<p><u>The Preamble</u> Lesson Objectives Define a Preamble Classify the components of the Preamble Analyze the goals of the Preamble Design a Preamble for your life</p> <p><u>Introduction to the Citizenship Skills</u> Lesson Objectives Define the seven You the People Citizenship Skills Compare the seven You the People Citizenship Skills to the Preamble of the Constitution Hypothesize what our country would be like without the seven You the People Citizenship Skills</p> <p><u>Cooperation and Patience</u> Lesson Objectives Describe the Citizenships Skills: Cooperation and Patience Describe the importance of using cooperation and patience for effective teamwork List five Active Listening techniques Perform the five Active Listening techniques Analyze how to use Patience in a given situation Assess how Cooperation and Patience affected past team experiences</p> <p><u>Fairness, Respect, and Strength</u> Lesson Objectives Describe the Citizenship Skills: Fairness, Respect, and Strength Explain the difference between Individual Desire and the Common Good Analyze the use of Strength and Respect in a given situation</p> <p>Evaluate your ability to use Fairness, Respect, and Strength when working with a team</p> <p><u>Self-improvement and Balance</u> Lesson Objectives Describe the Citizenship Skills: Self-Improvement and Balance Infer possible Self-Improvement and Balance solutions for given situations Design a plan for Self-Improvement</p>

⁶³ The lesson objectives contained in the following tables were extracted from the sources listed in Appendix A.

Table D2. Army Citizenship Skills - Your Job as an American Citizen

<p><u>Becoming an American Citizen - Naturalization and Immigration</u></p> <p>Lesson Objectives</p> <p>Explain the three methods for becoming an American citizen</p> <p>Describe the laws that regulate immigration</p> <p>List the standards for becoming a citizen</p> <p>Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States</p> <p><u>Rights, Responsibilities, and Privileges of American Citizens</u></p> <p>Lesson Objectives</p> <p>Explain the differences between rights, responsibilities, and privileges</p> <p>Provide examples of the basic rights guaranteed in the First Amendment to the Constitution</p> <p>Identify rights violations in various scenarios</p> <p>Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation</p> <p><u>Participating American Citizens</u></p> <p>Lesson Objectives</p> <p>Identify at least five of the 24 characteristics of a participating citizen</p> <p>Compare the characteristics of a participating citizen to those of patriotism</p>

Table D3. Army Citizenship Skills - The Citizen Action
Group Process

<p><u>Making Decisions - Majority and Consensus</u></p> <p>Lesson Objectives</p> <p>Define Simple Majority and Consensus</p> <p>Design a process for decision-making</p> <p>Apply Simple Majority and Consensus</p>
<p><u>Establishing Ground Rules</u></p> <p>Lesson Objectives</p> <p>Define Simple Majority and Consensus</p> <p>Recall the ground rules for You the People process</p> <p>Analyze the importance of the ground rules</p> <p>Classify the ground rules for You the People process</p> <p>Evaluate your understanding of each ground rule</p>
<p><u>Small Group Meetings</u></p> <p>Lesson Objectives</p> <p>Identify the Small Group Meeting roles</p> <p>Describe the Small Group Meeting agenda</p> <p>Explain the Small Group Meeting process</p> <p>Assign roles to each Small Group member</p> <p>Choose a group name and group leader</p> <p>Design a process for the role rotations</p> <p>Apply the Small Group Meeting process</p>
<p><u>Representative Group Session</u></p> <p>Lesson Objectives</p> <p>Identify the Small Group Meeting roles</p> <p>Identify the responsibilities of a Small Group Representative</p> <p>Understand the Representative Group Session agenda</p> <p>Elect a Small Group Representative</p> <p>Perform the Representative Group Session process</p> <p>Assess the Representative Group Session</p>

Table D4. Army Citizenship Skills - The Founding of a Nation

<u>Revolution and Independence</u>
<p>Lesson Objectives</p> <p>Identify the cause and effect relationship between events in revolutionary times</p> <p>Recognize the importance of the tax issue to the American Revolution</p> <p>Develop alternative actions for historical and current events</p> <p>Identify the possible consequences of proposed actions</p> <p><u>Your Constitution - Its Purpose, Reality, and Use</u></p>
<p>Lesson Objectives</p> <p>Explain the value of "rules of conduct" for every day activities</p> <p>Generate a list of rules that apply to members of the House of Representatives and the Senate in Article I of the Constitution</p> <p>Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution</p> <p>Describe how "rules of conduct" are designed to limit excesses of power</p> <p>Apply the concepts of rules and power to a practical situation</p> <p><u>Young America</u></p>
<p>Lesson Objectives</p> <p>Identify two battles that took place between the U.S. military and Native-American Indians on both the northern and southern frontiers</p> <p>Identify President Johnson's primary reason for negotiating with the French for the sale of land in Louisiana and West Florida, the United States offer to the French for that land, and the terms of the actual purchase with the French</p> <p>Identify the circumstances that led to the War of 1812 and three causes for that war</p> <p>Identify three locations in North America where battles of the War of 1812 took place, the major battles of each location and their outcomes, and the phase of the war for each location</p> <p>Hypothesize how the events of young America changed the lives of American citizens</p>

Table D5. Army Citizenship Skills - Growth of a Nation

<p><u>The Formative Years (1815-1899)</u></p> <p>Lesson Objectives</p> <p>Identify two issues that caused the Civil War</p> <p>Describe how the U.S. victory in the Spanish-American War affected the northern and southern states and the world</p> <p>Identify one song, one book, and their authors that became popular during the 1850s and 1860s that symbolized slavery</p> <p>Review the personal achievements of citizens during the Civil War</p> <p>Evaluate how citizens of today and yesterday have changed our American culture</p>
<p><u>World War I (1914-1918)</u></p> <p>Lesson Objectives</p> <p>Identify countries that composed the Allies and the Central Powers</p> <p>Identify the five principle causes of World War I</p> <p>Describe the role the U.S. took at the beginning of World War I</p> <p>Describe the circumstance that lead to the U.S. entering World War I</p> <p>Review the results of World War I on the United States and Europe</p>
<p><u>World War II (1939-1945)</u></p> <p>Lesson Objectives</p> <p>Describe the conditions that existed in Italy and Germany after World War I that led to the rise of fascism and Nazism</p> <p>Identify the two dictatorships that emerged in Italy and Germany during the 1930s</p> <p>Recognize the countries that Germany and Italy conquered during the 1930s</p> <p>Identify the early involvement by the United States during World War II</p> <p>Explain the cause and effect relationship that led to the U.S. Declaration of War on December 8, 1941 and two subsequent declarations of war on December 11th</p> <p>Classify key events that took place during World War II</p> <p>Evaluate the Allied plans to invade Japan, what course of action the Allies took and the significance/consequences of that action</p>

Table D5. Army Citizenship Skills - Growth of a Nation
Continued

<p><u>The Cold War (1946-1959)</u></p> <p>Lesson Objectives</p> <p>Identify the reason why the U.S. became involved in the Cold War and two ways in which the U.S. and Soviet Union battled each other</p> <p>Explain why N.A.T.O. was formed</p> <p>Identify the reason why the U.S. and the UN went to war in Korea</p> <p>Explain one major technological advancement by the Soviet Union and one by the U.S. during this period</p> <p>Evaluate how technological advancements and the events of the Cold War changed the American culture</p> <p><u>Times of Turmoil (1960-1976)</u></p> <p>Lesson Objectives</p> <p>Identify two events that occurred in Cuba in 1962 that almost triggered military aggression between the Soviet Union and the United States</p> <p>Identify the reason why the United States was militarily involved in South Vietnam</p> <p>Identify two American leaders who were assassinated during the 1960s</p> <p>Identify the first black American to become a Supreme Court Justice</p> <p>Identify the United States President who was forced to resign in 1974</p> <p>Describe two accomplishments that the United States had in space during the 1960s</p> <p>Evaluate how the Vietnam war and other events influenced the American culture</p> <p><u>America's Challenge to Change (1977-Present)</u></p> <p>Lesson Objectives</p> <p>Describe the events that led to the Iran Hostage crisis in 1979</p> <p>Describe the reasons for U.S. military action in Grenada in 1983, Panama in 1989 and the U.S.-led peacekeeping force in Iraq in 1991</p> <p>Describe the events that occurred in Somalia and Bosnia/Kosovo during the Clinton administration</p> <p>Identify the events that occurred during the 2000 Presidential Election</p> <p>Analyze how events of 1977 to the present day have changed our American culture</p> <p>Hypothesize on how you or others might change the future for American citizens</p> <p><u>Experiencing History</u></p> <p>Lesson Objectives</p> <p>Identify the four phases and their components/procedures necessary for conducting a historic learning activity</p> <p>Research information pertaining to the historical site</p> <p>Participate in the historical learning activity</p> <p>Evaluate the historical learning activity</p>

Table D6. Army Citizenship Skills - The Federal
Judicial System

<p><u>Introduction to Chief Justice</u></p> <p>Lesson Objectives</p> <p>Use the Chief Justice process to debate a position on an issue</p> <p>Use the Chief Justice process to determine the outcome of a debate</p> <p>Develop an oral presentation that includes supporting evidence for a point of view on flag burning and the First Amendment</p> <p>Anticipate an opposing point of view on flag burning and the First Amendment and develop questions, which counter that position</p> <p>Evaluate the oral presentations and render a verdict in the case</p> <p><u>The Federal Courts</u></p> <p>Lesson Objectives</p> <p>Differentiate between the purpose and types of constitutional and legislative courts</p> <p>Differentiate between the types of cases and juries</p> <p>Identify the basic steps for processing a criminal case from the commission of a crime to the sentencing</p> <p>Explain the size and composition of the Supreme Court and how justices are appointed</p> <p>Explain three ways that cases can reach the Supreme Court</p> <p>Differentiate between the three types of decisions that justices can make when hearing a case</p> <p>Explain the three ways Congress can limit the powers of the Supreme Court</p> <p><u>John Marshall and the Judicial Review</u></p> <p>Lesson Objectives</p> <p>Recognize the relationship between the Executive, Legislative, and Judicial branches of the federal government</p> <p>Define the concept of Judicial Review</p> <p>Distinguish between Judicial Activism and Judicial Restraint</p> <p>Explain the importance of Marbury v. Madison</p>
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Table D7. Army Citizenship Skills - The Federal
Judicial System

<p><u>The Department of Justice</u></p> <p>Lesson Objectives</p> <p>Identify the duties and responsibilities of the top four positions of the Department of Justice</p> <p>Identify the primary function or mission of the five divisions of the Justice Department and their major functional areas/characteristics</p> <p>Evaluate an existing case from one of the five divisions of the Justice Department</p> <p><u>Military Justice</u></p> <p>Lesson Objectives</p> <p>Identify the four factors that determine whether a crime is service-connected</p> <p>Identify the rights of an accused person under the military justice system</p> <p>Explain the procedures for administering and imposing nonjudicial punishment under Article 15 of the UCMJ</p> <p>Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level</p> <p><u>Enforcing the Law</u></p> <p>Lesson Objectives</p> <p>Explain the five basic functions of the police mission</p> <p>Explain how citizens contribute to community law enforcement</p> <p>Identify the three classifications of military law enforcement agents and their responsibilities</p> <p>Compare and contrast the responsibilities of local, state and military law enforcement officers by attending a presentation by guest speakers</p>
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Table D8. Army Citizenship Skills - Sources of Power

<p><u>The Organization and Power of Congress</u></p> <p>Lesson Objectives</p> <p>Explain Separation of Power between the states and the federal government</p> <p>List powers denied the federal government</p> <p>Define the term "elastic clause"</p> <p>Recognize implied powers</p> <p><u>The Executive Branch and Sources of Presidential Power</u></p> <p>Lesson Objectives</p> <p>Identify the various roles played by the President of the United States</p> <p>List five types of Presidential Power</p> <p>Recognize the types of Presidential Power given real life examples</p> <p><u>Political Parties, Voting, and Elections</u></p> <p>Lesson Objectives</p> <p>Identify the steps followed in electing a President</p> <p>Match Propaganda Techniques with examples</p> <p>Create a Presidential ad using Propaganda Techniques</p> <p>Demonstrate the use of Propaganda Techniques in advertising</p>

Table D9. Army Citizenship Skills - Advanced
Citizenship and American History

<u>Democracy and Freedom</u>
Lesson Objectives
Compare and contrast the freedoms of the United States with other countries
Explain how the government gets its authority and why it is important to our freedoms
Differentiate between limited and unlimited government
Differentiate between a republic and a democracy
<u>Redefining American Citizenship</u>
Lesson Objectives
Identify the duties of participating American citizens
Design a class definition of citizenship and citizen duties
Reviving American Citizenship
Lesson Objectives
Rate the motivation of American citizens
Design a plan for reviving American citizenship
Implement a plan for reviving American citizenship
<u>Your Constitution: How it Works</u>
Lesson Objectives
Describe the Legislative, Executive, and Judicial powers as listed in the Constitution
Explain the origin of the Constitution
Debate the ratification of the Constitution
<u>Local Government</u>
Lesson Objectives
Identify a local issue or problem that is important in the school or community
Research a selected issue or problem using the You the People process
Design a course of action for a selected issue
Evaluate the performance of the YTP Small Group Meetings and Representative Group Sessions
<u>Presidential Power Project</u>
Lesson Objectives
Identify the executive powers and limitations stated in Article II of the Constitution
Analyze the use of executive power throughout history

Table D9. Army Citizenship Skills - Advanced
Citizenship and American History Continued

<p><u>Congress Project</u> Lesson Objectives</p> <p>Discuss issues that are currently in Congress and select one to follow over time</p> <p>Research an assigned perspective on the issue</p> <p>Analyze the successes, failures and activities of your assigned perspective</p> <p>Assess the role of Congress and how cadets can follow their representatives' actions</p> <p>Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions</p> <p><u>Supreme Court Project</u> Lesson Objectives</p> <p>Discuss a recent Supreme Court decision and select one to research</p> <p>Research a recent Supreme Court decision and determine your group's position on the issue</p> <p>Compare your group's decision with that of the Supreme Court</p> <p>Asses how the Supreme Court decision changed the Constitution</p> <p>Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions</p> <p><u>Advanced Citizenship and YTP Projects</u> Lesson Objectives</p> <p>Research a given topic</p> <p>Present conclusions at the Representative Group Meeting</p> <p>Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions</p>
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Table D10. Air Force Citizenship Skills

<p><u>Citizenship</u> Lesson Objectives</p> <p>Explain the need for good citizens</p> <p>Describe the differences in the basic patterns of government</p> <p>Describe the main function of each branch of the United States Government</p> <p>Identify freedoms granted by the First Amendment</p> <p>Describe the duties of a democratic citizen</p> <p>List several characteristics of a good democratic citizen</p> <p>State the purpose of the constitutional amendment process</p> <p><u>The Flag of the United States</u> Lesson Objectives</p> <p>State the history of the Flag of the United States</p> <p>State when to display the Flag of the United States</p> <p>Demonstrate how to display the flag of the United States</p> <p>Show the courtesies rendered to the Flag of the United States</p> <p>Describe the courtesies rendered to the National Anthem</p> <p>Recite the Pledge of Allegiance and the American's Creed</p>
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Table D11. Navy Citizenship Skills - Citizenship

<p><u>Laws, Authority, Responsibility</u></p> <p>Lesson Objectives</p> <p>Define the words "citizen" and "citizenship."</p> <p>Discuss the 24 characteristics of a good citizen.</p> <p>Discuss how laws affect the way we live.</p> <p>Define "constituted authority" as it relates to the making of laws.</p> <p>Describe the relationship between authority, responsibility and accountability.</p> <p>Discuss the eleven parts of the Bill of Responsibilities and what they represent when accepted by members of a free society.</p> <p><u>The Role of Government</u></p> <p>Lesson Objectives</p> <p>Discuss how rules are designed to encourage and discourage certain types of behavior</p> <p>Cite the result of the Industrial Revolution</p> <p>Discuss how the invention of radio and television forced many changes in our government</p> <p>Define the absolute monarchy type of government</p> <p>Define socialism as a form of government</p> <p>Discuss the rise of the fascist movement in two European countries in the early 1920's as a form of government</p> <p>Discuss the communist ideology of combining the economic and political systems as a form of government</p> <p>Describe the success of the democratic form of government and how it is based upon equality, justice, and freedom for all citizens</p> <p><u>Students' Role as Citizens: Rights and Responsibilities</u></p> <p>Lesson Objectives</p> <p>Cite the three ways a person can become a citizen of the United States</p> <p>Discuss a person's rights as a citizen.</p> <p>Discuss a citizen's duty to obey and respect the laws of his/her country</p> <p>Discuss a person's loyalty to their government, their state, and their community</p>

Table D12. Navy Citizenship Skills - Foundations
of Our Government

<p><u>The Declaration of Independence</u></p> <p>Lesson Objectives</p> <p>Discuss the significance of the Declaration of Independence</p> <p>Discuss the 5 parts of the Declaration of Independence.</p> <p>Describe how the role of the government in an American democracy is to serve the people</p>
<p><u>The Constitution of the United States</u></p> <p>Lesson Objectives</p> <p>Discuss the significance of the Articles of Confederation</p> <p>Describe the role played by the Constitutional Convention held in Philadelphia in May of 1787</p> <p>Discuss the series of checks and balances in the Constitution, and how they protect the rights of the people and establish boundaries of authority between state and federal government</p> <p>Discuss the purpose of the Constitution, the preamble, and the power in each of the seven articles</p> <p>Describe the three branches of the federal government and the specific law-making duties of each branch</p> <p>Discuss the significance of the Bill of Rights as amendments to the Constitution</p> <p>Discuss the guarantees and limitations of the first ten amendments to the Constitution</p>
<p><u>National Defense</u></p> <p>Lesson Objectives</p> <p>Discuss the relationship of the U.S. Navy with the U.S. government and its role in our national defense</p> <p>Discuss the role of the Secretary of Defense under the President of the United States</p> <p>Discuss the membership of the National Security Council</p> <p>Cite the different departments under the Department of Defense</p> <p>Cite the military responsibilities of the Secretary of the Navy</p> <p>Describe the responsibilities of the Chief of Naval Operations</p>
<p><u>Organization of the Navy</u></p> <p>Lesson Objectives</p> <p>Discuss the overall mission of the U.S. Navy</p> <p>Cite the geographical locations of the U.S. Navy operating forces throughout the world, and discuss their various missions</p> <p>Discuss the mission of the U.S. Navy shore establishment</p> <p>Explain the difference between Navy operating forces and Navy shore establishment</p>

Table D13. Marine Corps Citizenship Category -
Patriotism

<p><u>Defining Patriotism</u></p> <p>Lesson Objectives</p> <p>Define Patriotism</p> <p>List the characteristics of a patriot</p> <p>Explain why certain symbols carry a patriotic connotation</p> <p>Apply a definition to a list of actions to determine if the action was patriotic</p> <p><u>Rights, Responsibilities, and Privileges</u></p> <p>Lesson Objectives</p> <p>Characterize the responsibilities and legal rights of an American citizen</p> <p>Explain the differences between Rights, Responsibilities, and Privileges</p> <p>List the basic rights guaranteed in the first ten amendments to the Constitution</p> <p>Identify rights violations in various scenarios</p> <p>Develop role-plays that demonstrate an understanding of basic rights in a courtroom situation</p> <p><u>Attaining Citizenship</u></p> <p>Lesson Objectives</p> <p>Explain the requirements to attain U.S. citizenship</p> <p>Explain three methods for becoming a citizen</p> <p>Describe the laws that regulate immigration</p> <p>List the standards for becoming a citizen</p> <p>Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States</p> <p><u>Freedom Documents</u></p> <p>Lesson Objectives</p> <p>Identify the major freedom documents of the United States. The cadets will be able to:</p> <p>List the characteristics of a freedom document</p> <p>Match information about specific freedom documents to the documents</p> <p>Develop visual and oral presentations that demonstrate an understanding of the values behind specific freedom documents</p>

Table D13. Marine Corps Citizenship Category -
Patriotism Continued

<p><u>U.S. Citizenship</u></p> <p>Lesson Objectives</p> <p>Take the U.S. Citizenship Test given to candidates for citizenship.</p> <p>Distinguish between the three methods of obtaining citizenship</p> <p>List the qualifications for citizenship</p> <p>Discuss essential components of the citizenship test and of immigration requirements</p> <p><u>Portraits of Patriots</u></p> <p>Lesson Objectives</p> <p>Describe and provide examples of noteworthy contributions of selected American patriots throughout history</p> <p>Identify selected American patriots</p> <p>Match the names of selected American patriots to their patriotic actions</p> <p>Define patriot</p> <p><u>Great Americans and Their Contributions</u></p> <p>Lesson Objectives</p> <p>Able to describe and provide examples of noteworthy contributions of selected Americans throughout history</p> <p>State the names of selected American contributors</p> <p>Match the names of selected American contributors to their accomplishments</p> <p>Define what it means to be a contributor</p> <p>Recognize contributors in their own environment</p>

Table D14. Marine Corps Citizenship Category -
Civic Responsibilities

<p><u>Volunteerism</u></p> <p>Lesson Objectives</p> <p>Identify the positive effects of volunteerism on American society</p> <p>Define volunteerism by identifying the three basic concepts that explain the meaning of the word</p> <p>List services that cadets can provide the community</p> <p>Produce a graphic representation of the number of hours cadets volunteer</p> <p>Identify the benefits of volunteerism to the individual and the community</p> <p>Develop a presentation in support of volunteerism</p> <p><u>Getting Involved</u></p> <p>Lesson Objectives</p> <p>Participate in community, school, and public affairs events</p> <p>Define community, school, and public affairs</p> <p>Identify activities in community, school, and public affairs events</p> <p>Develop a plan that will enable them to get involved in community, school, and public affairs events</p> <p><u>Plan and Conduct Special Events</u></p> <p>Lesson Objectives</p> <p>Plan and conduct a community, school, and public affairs event</p> <p>Identify the categories of planning an event</p> <p>Create a checklist of planning activities</p> <p>Describe successes and failures of event planning</p> <p><u>Keeping Current with Current Events</u></p> <p>Lesson Objectives</p> <p>Participate in discussions about current events and relate events to their geographical locations</p> <p>Define current events</p> <p>Identify sources of information on current events</p> <p>Participate in a current events discussion</p> <p>Relate events to their geographical locations</p> <p>Describe the place geography holds in current events discussions</p>

Table D15. Marine Corps Citizenship Category -
National Defense

<p><u>Political Systems of Government</u></p> <p>Lesson Objectives</p> <p>Describe the different systems of government</p> <p>Distinguish between various forms of political governments including democracy, republic, monarchy, theocracy, and totalitarian</p> <p>Provide examples of various forms of political governments including democracy, republic, monarchy, theocracy, and totalitarian</p> <p><u>Economic Systems of Government</u></p> <p>Lesson Objectives</p> <p>Describe the different systems of government</p> <p>Explain the meanings of terms related to Capitalism, Communism, and Socialism</p> <p>Demonstrate an understanding of the differences between Capitalism, Communism, and Socialism</p> <p>Provide background information on the formation of Capitalism, Communism, and Socialism</p> <p><u>Three Branches of Government</u></p> <p>Lesson Objectives</p> <p>Identify the three branches of government</p> <p>Define "separation of powers"</p> <p>Provide examples of "checks and balances"</p> <p>Identify the roles of the Legislative, Executive, and Judiciary branches of the federal government</p> <p><u>History of the U.S. Flag</u></p> <p>Lesson Objectives</p> <p>Explain the history of the United States Flag</p> <p>Explain the significance of the stars, stripes and colors of the United States Flag</p> <p>Identify the significant historical events in the history of the United States Flag</p> <p>Explain the significance of the key figures involved in the development of the United States Flag</p>

Table D15. Marine Corps Citizenship Category -
National Defense Continued

The Great Seal of the United States

Lesson Objectives

Describe the significance of each part of the Great Seal of the United States

Recognize the symbols within the Great Seal

State what the symbols represent

Identify important dates in the history of the Great Seal

Name those responsible for the design of the Great Seal

State how the Great Seal is officially used

The United States Can Declare War and Maintain a Navy

Lesson Objectives

Understand the U.S. role in world affairs

State how a nation is given the right to declare war

Identify reasons for the creation and maintenance of the United States Navy

Define the reasons why nations, in general, declare war

List the five declared wars of the United States and the reasons for the declarations of war

Congress and the President - Their Tug of "War"

Lesson Objectives

Explain and give an example of the unique relationship that allows the President to employ the U.S. Marine Corps without the consent of Congress

Explain the rationale underlying the founding fathers' desire to ensure the power to declare war rested in the hands of the Congress

Cite at least one example of a President asking Congress to declare war

Explain the purpose of the War Powers Act and the events that led to its passage by Congress

Explain the conditions of the War Powers Act that the President is required to meet whenever he introduces forces abroad into hostile situations

Cite at least two examples of situations during the 1980s in which the President used U.S. forces without a declaration of war by Congress

CAREER PLANNING

Table D16. Army Career Planning

<u>Career Exploration Strategy</u>
Lesson Objectives
1. Identify personal strengths and interests and link them to possible career paths
2. Explain the difference between a job and a career
3. Identify the steps in developing a career exploration strategy
4. Conduct career exploration using the technique identified
5. Identify ways in which effective career exploration relates to personal growth and career development
<u>Career Development Portfolio</u>
Lesson Objectives
1. Explain why developing and maintaining a career development portfolio is important
2. Create a personalized career development portfolio that contains documentation on educational development and career exploration and planning
3. Identify specific items of personal interest that best represent achievements and goals
4. Complete an employment application, self-analysis, resume, Personal Skills Map and a school-to-work checklist for your portfolio
<u>Civilian Career Opportunities</u>
Lesson Objectives
1. Identify jobs/careers of interest
2. Research specific career information
3. Determine qualifications and education/training necessary for desired career
4. Analyze future job trends
<u>Military Career Opportunities</u>
Lesson Objectives
1. Explain the difference between the three career paths available in the U.S. Armed Forces
2. Identify four ways to become a commissioned officer
3. Describe benefits provided to enlisted members of the military
4. Determine the purpose of the Selective Service
5. Relate the Military to your own career goals
<u>College Preparation</u>
Lesson Objectives
1. Examine whether college is right for you
2. Determine how careers and majors are related
3. Discuss different types of colleges
4. Describe the admissions process
5. List general admissions requirements
6. Explore ways to finance college
7. Identify educational institutions and majors that fit your needs
8. Create a plan of action and timeline to realize career goals

Table D17. Air Force Career Planning

<p><u>Choosing Your Path</u></p> <p>Lesson Objectives</p> <p>List the steps a student should take to decide what to study after high school.</p> <p>Identify the steps a student should take when selecting a college or vocational school.</p> <p>Summarize the benefits of higher education.</p> <p><u>College Choice: It's Your Decision</u></p> <p>Lesson Objectives</p> <p>List the five questions that need "yes" answers when narrowing your choices of schools.</p> <p>Explain nontraditional college systems.</p> <p>Describe the term "distance learning."</p> <p>State the advantages of attending a community college.</p> <p>Describe the Community College of the Air Force.</p> <p>Describe a vocational or trade school.</p> <p>Explain the purpose of on-the-job training.</p> <p><u>Getting Ready to Apply for College</u></p> <p>Lesson Objectives</p> <p>Describe 4-year colleges, 2-year colleges, and proprietary schools.</p> <p>Describe entrance/placement tests and the kinds of tests given for college credit.</p> <p>Explain the purpose and importance of evaluating a school.</p> <p>Describe off-campus courses.</p> <p>Describe the different academic program levels.</p> <p>State the purpose of a written essay.</p> <p>Explain the college admission process.</p> <p>Describe what to expect during a college interview.</p> <p>Describe what a student should look for during a campus visit.</p> <p>State the two major factors to consider when selecting a major.</p> <p>Outline the month-by-month timetable for college bound students.</p> <p><u>Funding Your Education</u></p> <p>Lesson Objectives</p> <p>Give examples of places to look for financial aid.</p> <p>Describe the different types of financial aid.</p> <p>Describe the steps involved in applying for financial aid.</p> <p>Fill out necessary paperwork for student aid.</p> <p>Describe the ROTC scholarship program.</p> <p>Describe the eligibility criteria for federal student aid.</p> <p><u>Skills Inventory</u></p> <p>Lesson Objectives</p> <p>Conduct a job search.</p> <p>Describe what a skills inventory is and what it should contain.</p> <p>Outline the job search process.</p> <p>Describe sources to use to find employment.</p>
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Table D17. Air Force Career Planning Continued

<p><u>The Job Application</u></p> <p>Lesson Objectives</p> <p>List five things to be concerned about when filling out an application. State five application "do's" and five application "don'ts." Describe the kind of information included on a job application. List steps to follow before listing someone as a reference. Demonstrate the proper way to fill out a job application.</p> <p><u>Preparing Your Resume</u></p> <p>Lesson Objectives</p> <p>Describe guidelines for preparing a resume. Explain how to write an effective resume. Give examples of the type of questions a good resume will answer for an employer. List the key sections of the resume. Describe the different resume formats. List several guidelines for all types of resumes. Describe four reasons for using a cover letter. Prepare the cover letter work. Prepare a resume.</p> <p><u>Interviewing Techniques</u></p> <p>Lesson Objectives</p> <p>List several sample interview questions. Give examples of questions you might ask an employer. Distinguish between proper and improper attire for the job interview. Summarize the use of proper interviewing techniques.</p> <p><u>Your Career Path</u></p> <p>Lesson Objectives</p> <p>Distinguish between a career and a job. Describe ways to determine what career choice to make. List the top 30 occupations in the United States through the year 2005. Differentiate between projected employment growth and declining occupations. Identify several primary career factors. Describe how experience impacts occupations. Model what employers look for in employees. Select several careers for the 21st century.</p> <p><u>Federal Government Employment</u></p> <p>Lesson Objectives</p> <p>State the function of the Officer of Personnel Management (OPM). Describe ways agencies fill vacancies. Describe the Veterans Readjustment Appointment (VRA) program. Describe the Student Educational Employment Program (SEEP). Outline the resume route to federal employment. Fill out an application or resume. List several benefits of civil service employment. Write a resume seeking employment with the federal government.</p>

Table D17. Air Force Career Planning Continued

<p><u>Introduction to Military Career Paths</u></p> <p>Lesson Objectives</p> <p>List the prerequisites to entering the Air Force as an enlisted member. List examples of the types of training one can receive in the military. List the 12 occupational groups for enlisted personnel. Describe educational opportunities available in the military to enlisted personnel. Describe the Air Force "Bootstrap" program. List the general qualification requirements for military officers. Describe the main four pathways to becoming a commissioned officer. Describe the difference between the enlisted and the officer areas of responsibility. List the educational opportunities available to Air Force officers. List Air Force officer occupations. Identify the rank structure of the enlisted force and officer force.</p> <p><u>Careers in the Aerospace Industry</u></p> <p>Lesson Objectives</p> <p>Define the term aerospace. Describe the education and training required by several career fields in aerospace. State the functions of NASA. List various career opportunities in the aerospace industry. List various aerospace jobs and salary ranges. Describe the ten major classifications of NASA's aerospace technology system. List several of NASA's technical support positions. Describe NASA's astronaut selection and training program. Identify the kind of work the members of the various aerospace teams perform. List the subjects in high school that will help one prepare for a career in aerospace.</p> <p><u>Other Careers in the Aerospace Industry</u></p> <p>Lesson Objectives</p> <p>Identify the role FAA plays in the aerospace industry. List the major functions of the FAA. Identify the career opportunities the FAA offers. List some of the requirements for entering certain jobs. List other professional jobs within the FAA. State the role of the National Transportation Safety Board (NTSB). State the role of the National Weather Service (NWS).</p>

Table D18. Navy Career Planning

<p style="text-align: center;"><u>Career Planning</u> Lesson Objectives</p> <p>Cite individual short-term, mid-term and long-term goals for the future</p> <p>Understand how a school transcript can be used for admittance to college, scholarships, and job training</p> <p>Cite good study habits</p> <p>Learn where to study and when to study</p> <p>Discuss how study methods assist the individual in learning how to study</p> <p>Discuss how to best prepare to take tests and exams</p> <p>Cite traits of a successful student</p> <p>Discuss when to make career choices</p> <p>Discuss some advantages of enlistment in the Navy</p> <p>Discuss the eligibility requirements for admission to the U.S. Naval Academy</p> <p>Cite the benefits of the NROTC college scholarship program</p>

Table D19. Marine Corps Career Planning

<p style="text-align: center;"><u>Introduction to Career Preparation - The Portfolio</u> Lesson Objectives</p> <p>Create and maintain a career portfolio</p> <p>Describe a portfolio</p> <p>Explain why creating and maintaining a career portfolio is important</p> <p>Identify portfolio items</p> <p>Create a personalized career portfolio</p> <p style="text-align: center;"><u>The Job Application and Interview</u> Lesson Objectives</p> <p>Complete a job application and participate in a mock job interview</p> <p>Explain why filling out a job application properly is important</p> <p>Identify job application items</p> <p>Complete a job application</p> <p>Understand the do's and don'ts of interviewing for a job</p> <p>Understand why it is important to become successful at interviewing</p> <p>Participate in a job interview</p> <p style="text-align: center;"><u>College Preparation</u> Lesson Objectives</p> <p>Complete a college application and know what factors to consider in selecting a college</p> <p>Examine whether college is right for them</p> <p>Determine how careers and majors are related</p> <p>Discuss different types of colleges</p> <p>List general admission requirements</p> <p>Explore ways to finance college</p> <p>Identify educational institutions and majors that fit their needs</p>

Table D19. Marine Corps Career Planning Continued

<u>Behavior in the Workplace</u>
Lesson Objectives
Explain professional behavior in the workplace
Define professional behavior
Describe professional behavior in the workplace
<u>Resume</u>
Lesson Objectives
Write a resume
Define the purpose of a resume.
Name the basic sections of a resume.
Write a resume
<u>Community Service Careers</u>
Lesson Objectives
Identify community service occupations that offer a career path
Define community services
Identify community service occupations
Relate community service occupations to their own career goals
<u>State and Federal Careers</u>
Lesson Objectives
Identify state and federal service career opportunities
Identify state career opportunities
Identify federal career opportunities
Relate state and federal career opportunities to their own career goals
<u>Military Service Benefits</u>
Lesson Objectives
Describe military service benefits
Explain the meaning of military service
Describe military service benefits
<u>Marine Enlisted Career Progression</u>
Lesson Objectives
Understand the requirements for enlisting the U.S. Armed Forces
Identify basic qualifications and requirements to enlist in the Marine Corps
Identify Marine Corps enlisted occupational fields
Relate the military to your own career goals
<u>Marine Officer Career Progression</u>
Lesson Objectives
Understand the requirements for becoming a Marine Corps officer
Identify basic qualifications to become a Marine Corps officer
Explain the main pathways to becoming a Marine Corps officer
Relate becoming a Marine Corps officer to your own career goals
<u>Selective Service System</u>
Lesson Objectives
Explain the Selective Service registration requirements
Explain the purpose for the Selective Service System
Describe how to register for the Selective Service
Explain when to register for the Selective Service
<u>ASVAB Test</u>
Lesson Objectives
Prepare for the ASVAB test
Explain what ASVAB means
Identify purposes for the ASVAB

WRITTEN AND ORAL COMMUNICATIONS

Table D20. Army Written and Oral Communications

<p><u>The Communication Process</u></p> <p>Lesson Objectives</p> <p>Apply the communication model to interpersonal interactions</p> <p>Differentiate between verbal and nonverbal means of communication and use each appropriately</p> <p>Determine how to avoid mixed messages</p> <p>Discuss communication styles and techniques as they relate to Winning Colors</p> <p>Evaluate personal communication style</p>
<p><u>Becoming a Better Writer</u></p> <p>Lesson Objectives</p> <p>Examine your own writing skills</p> <p>Determine situations where writing is an appropriate form of communication</p> <p>Communicate using a variety of writing techniques</p> <p>Determine how you can use writing to express needs</p> <p>Outline and effectively organize writing assignments using the presented techniques</p>
<p><u>Becoming a Better Listener</u></p> <p>Lesson Objectives</p> <p>Identify four tips to improve effective listening skills</p> <p>Explain how barriers prevent effective listening</p> <p>Compile an individual list of trigger words</p> <p>Develop role-plays that teach effective listening skills to others</p>
<p><u>Creating Better Speeches</u></p> <p>Lesson Objectives</p> <p>Create speech introductions, which include an attention getter</p> <p>Differentiate between types of speeches and the occasions, which require each</p> <p>Analyze speeches for content and delivery</p> <p>Practice speaking</p>
<p><u>Becoming a Better Speaker</u></p> <p>Lesson Objectives</p> <p>Discuss how ineffective speakers can improve their speech making</p> <p>Strategize to improve speaking ability by avoiding common mistakes</p> <p>Develop coping strategies for stressful speaking situations</p> <p>Provide constructive feedback to speakers</p>
<p><u>Communicating in Groups</u></p> <p>Lesson Objectives</p> <p>Identify the elements in the communication process</p> <p>Create a case study that highlights a topic unique to small group communication</p> <p>Apply knowledge of small group communication process to the analysis of a piece of literature or media</p>
<p><u>Roles in Group Communication</u></p> <p>Lesson Objectives</p> <p>Define roles adopted by individuals in groups</p> <p>Describe types of behaviors individuals exhibit within group interactions and analyze cadet's personal behavioral tendencies within group interactions</p> <p>Practice adopting roles that differ from cadet's own tendencies</p>

Table D21. Air Force Written and Oral Communications

<p style="text-align: center;"><u>Communication Foundations</u></p>
<p style="text-align: center;">Lesson Objectives</p>
<p>Define the term communication. Explain the purpose of communication. List the elements of communication. List the types of communication.</p>
<p style="text-align: center;"><u>Effective Writing</u></p>
<p style="text-align: center;">Lesson Objectives</p>
<p>Edit a paragraph. Define what is a sentence. Identify the most common grammatical errors in writing. Describe how to improve the clarity of your writing. Write sentences and paragraphs. List the two functions of the topic sentence. List the easiest way to find the topic of a paragraph. Write an essay using effective writing skills. Critique compositions.</p>
<p style="text-align: center;"><u>Effective Speaking</u></p>
<p style="text-align: center;">Lesson Objectives</p>
<p>Describe the types of speaking modes. List the three basic purposes of a speech. Describe the general kinds of responses desired from the audience after a speech is delivered. Describe the four common methods for a presentation. Describe the verbal techniques that enhance a speaker's delivery. List the non-verbal techniques that can give emphasis to a speech. Give a speech using effective speaking techniques. Develop a speech. Present a speech. Critique speeches of other students.</p>
<p style="text-align: center;"><u>Listening Effectively</u></p>
<p style="text-align: center;">Lesson Objectives</p>
<p>Define the term listening. List the four elements of the listening process. Describe the different types of listening. Explain the three key factors related to informative listening. Explain the three behaviors key to effective relationship listening. Explain the three factors of appreciative and discriminative listening. Explain how to be an effective listener.</p>

Table D22. Navy Written and Oral Communications

<p><u>The Basics of Effective Communication</u></p> <p>Lesson Objectives</p> <p>Explain that clear communications are a necessity for an effective organization</p> <p>Explain that there are many basics involved in effective communication, among which are audibility, articulation, spelling, and grammar</p> <p>Explain that when the reasons for orders are not apparent, the likelihood for them disregarded increases</p> <p>Explain that when they talk to people, good communicators look for signs that their communication is received</p> <p>Explain that communications must be tailored to the audience's level of understanding</p> <p>Explain that in all good organizations members are kept continuously informed</p> <p>Explain that good leaders maintain contact with their people, and remain available and visible</p> <p><u>Producing Effective Oral and Written Communication</u></p> <p>Lesson Objectives</p> <p>Explain the importance of effective communication in the military</p> <p>Explain the five basic principles of effective communication</p> <p>Explain that the sender of a message has the responsibility of ensuring that what he/she says is expressed in terms the receiver will understand</p> <p>Explain the six qualities that should be checked upon completion of a first draft of a written communication</p> <p>Explain that to be effective in today's military, a leader must become an accomplished speaker</p> <p>Explain the five traits of a good speaker</p> <p><u>Determining the Purpose and Audience for the Message</u></p> <p>Lesson Objectives</p> <p>Explain that before issuing an order, a leader must have a clear idea of the mission and what must be communicated to whom</p> <p>Explain that an order must be understood by the lowest level tasked with carrying out the mission or objective</p> <p>Explain that there is a difference between the way seniors and juniors react to communications</p> <p><u>Getting the Message Across</u></p> <p>Lesson Objectives</p> <p>Explain that the successful communicator understands the differences in people and how they respond</p> <p>Explain that there are two barriers that can affect communications—the sender or speaker, and the receiver or listener</p> <p>Explain that both the text and the overtones associated with messages are important</p>

Table D22. Navy Written and Oral Communications
Continued

<p><u>Communication: A Two-way Exchange of Information</u></p> <p>Lesson Objectives</p> <p>Explain that communication can take place only if there is a two-way exchange of information</p> <p>Explain that the ability to receive feedback is an essential element in any communication system</p> <p>Explain that sharing information means giving power</p> <p>Explain that listening requires sensitivity, intelligence, understanding, and common sense</p> <p>Explain that these is five criteria for effective listening</p> <p><u>On the Receiving End of Effective Communication</u></p> <p>Lesson Objectives</p> <p>Explain that communication can be thought of as a teaching/learning process</p> <p>Explain that the sender of a message must ensure that the message being sent is important to the receiver and will be of help and value to him/her</p> <p>Explain that the ability to convey messages from one person to another is dependent on attitude as well as physical presence</p> <p>Explain the five principles that help increase the accuracy of messages</p> <p>Explain what a receiver should do who receives a message that does not seem to have any relevance to him or her</p> <p><u>Setting the Example: One Form of Communicating</u></p> <p>Lesson Objectives</p> <p>Explain that one of the foremost responsibilities of a leader is to serve as the example or model for followers</p> <p>Explain that all good leaders act on what they say</p> <p>Explain that there are two barriers to effective communication on the part of the follower</p> <p>Explain that when, where, and how a leader says or does something makes a difference in the way it is interpreted</p> <p><u>Communications as a Component of Planning</u></p> <p>Lesson Objectives</p> <p>Explain that the process of planning is often more valuable than the plan itself, and can be viewed as a communication exercise</p> <p>Explain that often the leader can use organizational objectives to establish individual objectives</p> <p>Explain that following up on plans and objectives is a necessary part of discipline</p> <p>Explain that when messages will have a major effect on plans, the originator should ask for acknowledgement</p>

Table D22. Navy Written and Oral Communications
Continued

<u>Written Communications</u>	
Lesson Objectives	
Explain when written orders should be used	
Explain the characteristics of written orders	
Explain the do's and don'ts of when to use written orders and instructions	
<u>Determining the Purpose and Audience for the Message</u>	
Lesson Objectives	
Explain the purpose and importance of oral orders	
Explain the three criteria that good orders meet	
Explain the four situations that are particularly well suited for using oral orders	
Explain that the key to successful verbal orders is for the people involved to know and to have worked with each other	
<u>Avoiding Communication Pitfalls</u>	
Lesson Objectives	
Explain that the terminology of communications with subordinates must be clear and explicit	
Explain that if an explanation or background is necessary for proper execution, this should be provided	
Explain that orders should be well organized	
Explain that priority of accomplishment must be considered when issuing orders	
Explain that the leader should avoid giving false information	
Explain that a leader should check for distortion of a message as it passes down the chain of command	
Explain that the leader should treat subordinates as the leader would like to be treated by his or her seniors	

Table D23. Marine Corps Written and Oral Communications

<p><u>Effective Study Skills: Note Taking and SQ3R</u></p> <p>Lesson Objectives</p> <p>Explain and demonstrate effective study skills</p> <p>Apply note taking tips and strategies to textbook and/or reference materials</p> <p>Demonstrate the ability to create several types of notes, including the summary note, the thesis note, the critical note and the question note</p> <p>Demonstrate the ability to use SQ3R as a textbook reading/study strategy</p> <p><u>Communicating Effectively through Writing</u></p> <p>Lesson Objectives</p> <p>Make an oral presentation</p> <p>Describe the communication process</p> <p>Identify elements of communication</p> <p>Recognize the relationship between effective writing and effective communication</p> <p>State the importance of a topic sentence within a paragraph</p> <p>Recognize common categories of errors in writing</p> <p><u>Becoming a Better Listener</u></p> <p>Lesson Objectives</p> <p>Explain and demonstrate effective listening skills</p> <p>Name the parts of the listening process</p> <p>Compile a list of barriers to effective listening skills</p> <p>Explain how barriers prevent effective listening</p> <p>Identify four tips to improve effective listening skills</p> <p>Develop skits to teach effective listening skills to others</p> <p><u>Becoming a Better Speaker</u></p> <p>Lesson Objectives</p> <p>Explain and demonstrate effective speaking skills</p> <p>Identify strategies for coping with public speaking nervousness</p> <p>Distinguish between the six major categories of speeches</p> <p>State the purpose of giving a good impromptu speech</p> <p>Name the benefits of impromptu speeches</p> <p>Indicate the techniques used in preparing for impromptu speaking</p> <p><u>Preparing and Giving Speeches</u></p> <p>Lesson Objectives</p> <p>Make an oral presentation</p> <p>State the importance of an audience analysis</p> <p>Identify parts of an oral presentation</p> <p>Define a thesis statement</p> <p>Write an introduction for an oral presentation</p> <p>Research a selected topic using a variety of resources</p> <p>Create an outline for an oral presentation</p> <p>Make an oral presentation</p>
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Table D23. Marine Corps Written and Oral
Communications Continued

<p><u>Learn Effective Writing Skills</u></p> <p>Lesson Objectives</p> <p>Explain and demonstrate effective writing skills</p> <p>Learn how to identify a statement of purpose for their writing</p> <p>State the importance of an audience analysis</p> <p>Understand the importance of conducting research</p> <p>Learn methods to support their ideas in writing</p> <p>Develop organizational strategies for writing</p> <p>Understand the importance of creating an outline to aid in the writing process</p> <p>Learn the importance of editing and getting feedback</p> <p>Organize a paragraph</p> <p>Understand the parts of a sentence, and how they work together to form a complete thought</p> <p><u>Preparing and Teaching a Lesson</u></p> <p>Lesson Objectives</p> <p>Prepare and teach a period of instruction</p> <p>State the five critical elements in preparing to teach</p> <p>Identify the three parts of a learning objective</p> <p>Describe the use of training aids in instruction</p> <p>State the eight tips for lesson planning</p> <p>Identify the four phases of a lesson plan and the three components of each phase</p> <p>Name at least three learning activities for each phase</p> <p>Identify several teaching methods and when each is used</p> <p>Define "Cooperative Learning Strategy"</p> <p><u>Writing a Research Paper</u></p> <p>Lesson Objectives</p> <p>Write a formal research paper</p> <p>Select and limit a topic for a research paper</p> <p>Write a thesis statement</p> <p>Develop an outline for a research paper</p> <p>Conduct research for a paper</p> <p>Write endnotes and bibliographic entries</p> <p>Complete all parts of a formal research paper</p>
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APPENDIX E – HEALTH AND WELLNESS SUBJECTS LESSON OBJECTIVES⁶⁴

HEALTH AND WELLNESS, FIRST AID, AND SUBSTANCE USE AND PREVENTION SUBJECTS

Table E1. Army Health and Wellness

<p><u>Choosing the Right Exercise Program for You</u></p> <p>Lesson Objectives</p> <p>Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise</p> <p>Classify exercises as aerobic, anaerobic, isometric, and isotonic</p> <p>Define current and desired state for healthy lifestyle</p> <p>List five benefits of regular exercise</p> <p>Identify attitudes and actions that help you stick with an exercise program</p> <p>Describe the three parts that should make up every exercise program</p> <p>Develop a plan to reach your desired state for a healthy lifestyle</p>
<p><u>You are What You Eat</u></p> <p>Lesson Objectives</p> <p>Explain how calories consumed versus calories used affects body weight</p> <p>Identify the 6 food groups and servings on the food guide pyramid</p> <p>Identify sources and benefits of fiber in your diet</p> <p>Describe the importance of water to the body</p> <p>Describe the possible effects of a diet high in fat and cholesterol</p> <p>Explain why salt, sugar, and caffeine should be used in moderation</p>
<p><u>Nutrition – Nourishing Your Body</u></p> <p>Lesson Objectives</p> <p>Identify the 6 nutrients your body requires and what each nutrient provides for a high quality/healthy lifestyle</p> <p>Explain the difference between simple and complex carbohydrates and state an example of each</p> <p>Identify the vital roles that fats and cholesterol play in body functioning</p> <p>Compare saturated and unsaturated fats</p> <p>List ways to reduce cholesterol levels</p> <p>Describe how vitamins differ from carbohydrates, fats, and proteins</p> <p>Identify sources and functions of vitamins and minerals</p> <p>Describe the three parts that should make up every exercise program</p> <p>Identify functions of water in the body and the amount of water that should be consumed daily</p>
<p><u>Dietary Guidelines</u></p> <p>Lesson Objectives</p> <p>Identify the 9 NAS dietary goals and ways to achieve them</p> <p>Identify factors that affect the nutritional requirements of individuals at various life stages</p> <p>Identify signs and symptoms of anorexia nervosa and bulimia</p> <p>Examine varying viewpoints on vitamin and mineral supplement usage</p>

⁶⁴ The lesson objectives contained in the following tables were extracted from the sources listed in Appendix A.

Table E1. Army Health and Wellness Continued

<p style="text-align: center;"><u>Controlling Fat</u> Lesson Objectives</p> <p>Identify 5 health problems that an obese or overfat person is at greater risk of getting</p> <p>Identify tendencies that encourage the accumulation of fat</p> <p>Define current and desired state for healthy lifestyle</p> <p>State 4 steps that can lead to a lean body fat content</p> <p>State the relationship of food intake and physical activity to weight control</p> <p style="text-align: center;"><u>Taking Care of Yourself</u> Lesson Objectives</p> <p>Recognize the benefits of maintaining good hygiene habits</p> <p>Explain how to keep clean in field conditions</p> <p>Explain the correlation between physical fitness and hygiene</p> <p>Describe ways to get adequate sleep/rest in unfamiliar places and to remain awake/alert, when necessary, in field situations</p> <p>Recognize stress-reducing techniques</p> <p>Identify possible results of poor sanitation</p> <p>Detail procedures for 4 methods of disinfecting water</p> <p>Explain how to guard against food poisoning and the spread of germs through waste</p> <p style="text-align: center;"><u>Understanding and Controlling Stress</u> Lesson Objectives</p> <p>Identify ways in which stress and anxiety can be both beneficial and harmful</p> <p>Identify/recognize the physical and psychological effects of stress</p> <p>Identify/recognize common causes of stress in young people as well as causes of stress in your own life</p> <p>Practice prevention of stress overload including relaxation and anger management techniques</p> <p>Identify/practice leadership strategies that promote healthy stress levels within a group</p> <p>Identify/recognize causes and symptoms of depression and anxiety and positive ways to deal with them</p> <p style="text-align: center;"><u>Ready, Go...Crossing the Finish Line - Year 1, 2, 3, 4</u> Lesson Objectives</p> <p>Define the Presidential Physical Fitness Program</p> <p>Relate the Presidential Physical Fitness Program to Cadet Challenge</p> <p>Identify components of the five events within Cadet Challenge</p> <p>Identify the proper techniques for each of the events within Cadet Challenge</p> <p>Practice improving your scores</p> <p>Recognize scores necessary to Achieve the Presidential Physical Fitness Award</p>

Table E2. Army First Aid

<p><u>The Need for First Aid/Your Response</u></p> <p>Lesson Objectives</p> <p>Identify the need for knowing how to perform first aid</p> <p>Define first aid</p> <p>Explain the significance of the Good Samaritan law</p> <p>Identify the steps for first aid intervention</p> <p>List the questions that 911 will ask</p> <p>Identify the steps for checking the ABCDs</p>
<p><u>The First Life-Saving Steps</u></p> <p>Lesson Objectives</p> <p>Describe how to perform rescue breathing</p> <p>Identify the steps for performing CPR</p> <p>Explain how CPR can keep a victim's heart and brain alive</p> <p>Identify the steps for performing the Heimlich Maneuver</p>
<p><u>Controlling Bleeding</u></p> <p>Lesson Objectives</p> <p>Identify the three types of bleeding</p> <p>Identify the best way to control bleeding in most cases</p> <p>Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet</p> <p>Describe how to clean wounds in order to prevent infections</p>
<p><u>Treating for Shock and Immobilizing Fractures</u></p> <p>Lesson Objectives</p> <p>Explain causes and effects of shock</p> <p>Identify signs of shock</p> <p>Demonstrate how to treat for shock</p> <p>Identify fractures as closed or open</p> <p>Demonstrate procedures for immobilizing fractures using splints and slings</p> <p>Distinguish between sprains and strains</p>
<p><u>First Aid for Burns</u></p> <p>Lesson Objectives</p> <p>Identify the degrees of burns and their characteristics</p> <p>Demonstrate how to treat first-, second-, and third-degree heat burns</p> <p>Explain how to prevent heat burns</p> <p>Demonstrate how to treat electrical burns</p> <p>Explain how to prevent electrical burns</p> <p>Demonstrate how to treat chemical burns to the skin and eyes</p> <p>Explain how to prevent chemical burns</p>
<p><u>First Aid for Poisons, Wounds, and Bruises</u></p> <p>Lesson Objectives</p> <p>Recognize causes and symptoms of poisoning</p> <p>Demonstrate how to treat for poisons</p> <p>Identify the four types of wounds</p> <p>Demonstrate how to treat minor wounds and bruises</p>

Table E2. Army First Aid Continued

<p style="text-align: center;"><u>Heat Injuries</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain the cause and effect of heat injuries</p> <p>Describe factors to consider in hot weather situations</p> <p>Identify the three types of heat injuries and their symptoms</p> <p>Demonstrate how to treat heat cramps</p> <p>Demonstrate how to treat heat exhaustion</p> <p>Demonstrate how to treat heatstroke</p> <p>Explain how to treat heat injuries</p> <p style="text-align: center;"><u>Cold Weather Injuries</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe factors to consider in cold weather situations</p> <p>Explain causes and effects of cold weather injuries</p> <p>Identify types of cold weather injuries and their symptoms</p> <p>Demonstrate how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness</p> <p>Explain how to prevent cold weather injuries</p> <p style="text-align: center;"><u>Bites, Stings, and Poisonous Hazards</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Identify types of venom</p> <p>Identify types of snakes and the symptoms of their bites</p> <p>Explain how to prevent snake bites</p> <p>List possible results of human and animal bites</p> <p>Identify symptoms of insect bites and stings</p> <p>Explain how to prevent insect bites and stings</p> <p>Types of poisonous plants and possible reactions to contact with them</p> <p>Explain how to treat for contact with poisonous plants</p> <p>Explain how to prevent exposure to poisonous plants</p>
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Table E3. Army Substance Use and Prevention

<p align="center"><u>Commonly Abused Substances and Their Use</u></p> <p align="center">Lesson Objectives</p> <p>Identify commonly abused substances</p> <p>Recognize the difference between drug use, misuse, and abuse</p> <p>Describe reasons why people might use, misuse, and abuse drugs</p> <p>Identify legal (medical) uses of commonly abused drugs</p> <p>Identify how commonly abused drugs are taken into the body</p> <p align="center"><u>Drugs - Use and Effect</u></p> <p align="center">Lesson Objectives</p> <p>Identify six types of drugs to include stimulants, depressants, hallucinogens, narcotics, designer drugs, and inhalants</p> <p>Recognize that drugs affect the natural state of the body</p> <p>Recognize the risks associated with various drugs</p> <p>Identify where and how various drugs affect the body</p> <p>Describe your concern about the physical effects of drugs</p> <p align="center"><u>Tobacco - Use and Effect</u></p> <p align="center">Lesson Objectives</p> <p>Define the terms Stimulant, Dependency, and Nicotine</p> <p>Describe ways that people use tobacco products</p> <p>Identify the three major components of tobacco and what they do to the human body</p> <p>Identify short- and long-term effects of tobacco use on the human body</p> <p>Identify risks associated with second-hand smoke</p> <p align="center"><u>Alcohol - Use and Effect</u></p> <p align="center">Lesson Objectives</p> <p>State/Recall the definition for the terms depressant and alcohol</p> <p>Describe ways people use alcohol products</p> <p>Identify short- and long-term effects of alcohol consumption and abuse on the human body</p> <p>List five factors that influence the effect alcohol has on an individual</p> <p align="center"><u>Making Critical Decisions About Substances</u></p> <p align="center">Lesson Objectives</p> <p>Weigh the external and internal factors that influence decisions about substance abuse</p> <p>Apply the F-I-N-D-S Decision Process: Figure out the options, Identify the options, Name pros and cons of each choice, Decide which is the best choice, then act on it</p> <p>Employ pre-deciding techniques as a substance abuse prevention strategy</p> <p align="center"><u>Substances Abuse Intervention</u></p> <p align="center">Lesson Objectives</p> <p>Identify two kinds of intervention - interpersonal and Enforcement</p> <p>Recognize signs of substance abuse</p> <p>Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free</p> <p>Identify ways to approach/help someone you suspect has a drug problem</p> <p>Identify two intervention approaches used by law enforcement</p> <p align="center"><u>Substances Abuse Prevention</u></p> <p align="center">Lesson Objectives</p> <p>Distinguish agencies within your school/local community that are involved in fighting substance abuse</p> <p>Recognize ways you can aid in the prevention of substance abuse</p>
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Table E4. Air Force Health and Wellness and First Aid

<p style="text-align: center;"><u>Keeping Yourself and Others Well</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define physical fitness and nutrition.</p> <p>Explain the importance of physical fitness and weight control.</p> <p>Identify key benefits for maintaining a healthy lifestyle.</p> <p>Define term drug abuse.</p> <p>Explain Air Force policies on alcohol and drug abuse.</p> <p>Explain Air Force disciplinary actions for alcohol and drug abusers.</p> <p>Describe long-term effects of drug and alcohol abuse.</p> <p>Explain what can be done to stop drug abuse.</p> <p>List organizations that provide free help to families with alcohol-related problems.</p> <p>Define the terms tobacco and nicotine.</p> <p>State long-term effects of tobacco use on the body.</p> <p>Practice good wellness and first aid techniques.</p> <p>Develop a wellness plan for yourself.</p> <p>Exercise regularly.</p> <p style="text-align: center;"><u>Helping Others Stay Well</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Describe first aid treatment for common emergencies.</p> <p>Practice first aid treatments for minor injuries.</p> <p>Describe first aid treatment for burns, scalds, and sunburns.</p> <p>Describe first aid treatment for bites and stings.</p> <p>Describe first aid treatment for injuries resulting from disasters.</p> <p>Describe how to transport an injured person.</p> <p>List the kinds of supplies to be kept in a first aid kit for home and automobile.</p> <p>Describe basic cardiopulmonary resuscitation techniques.</p> <p>Role-play treatment techniques for a severe accident.</p>
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Table E5. Navy Health and Wellness and First Aid

<p><u>Health Education</u></p> <p>Lesson Objectives</p> <p>Explain and become familiar with the fundamentals of human growth and development</p> <p>Explain and become familiar with principles of health hygiene</p> <p>Explain and become aware of the dangers of drug, alcohol, and tobacco use and abuse</p> <p><u>Physical Fitness and Exercise</u></p> <p>Lesson Objectives</p> <p>Explain the principles associated with the term fitness</p> <p>Explain the principles associated with physical fitness</p> <p>Explain the principles of a sound exercise program</p> <p>Explain the principles for the prevention of heat stress and dehydration</p> <p><u>Physical Fitness Exercises and Qualifying Minimums</u></p> <p>Lesson Objectives</p> <p>Demonstrate the ability to perform physical fitness exercises correctly</p> <p>Explain the requirements of the physical fitness test</p> <p>Explain the physical fitness test procedures</p> <p>Explain the scoring of the physical fitness test</p> <p><u>Introduction to First Aid</u></p> <p>Lesson Objectives</p> <p>Gain familiarity with the fundamentals of first aid</p> <p>Describe first aid for maintenance of basic life support</p> <p>Describe basic first aid for bleeding and other circulatory problems</p> <p>Describe basic first aid for shock</p> <p>Describe basic first aid for soft tissue injuries</p> <p>Describe basic first aid for injuries to bones and joints</p> <p>Describe injuries and basic first aid for exposure to temperature extremes</p> <p>Describe basic first aid for poisoning</p> <p>Describe basic emergency transport methods</p> <p>Describe first aid for common medical emergencies</p>
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Table E6. Marine Corps Health and Wellness

<p align="center"><u>Physical Fitness Training-The Daily Sixteen</u></p> <p align="center">Lesson Objectives</p> <p>Plan and conduct a physical fitness training session.</p> <p>State the five basic goals of exercise</p> <p>Identify the four components of physical fitness that must be developed in a good training program</p> <p>Explain the differences among the three phases in the conditioning process: preparatory, conditioning and maintenance</p> <p>Explain the importance of the warm-up and cool-down periods as essential parts of any exercise program</p> <p>Define aerobic or endurance training and identify its benefits</p> <p>Define isometric or resistance training and identify its benefits</p> <p>Define flexibility training and identify its benefits</p> <p>Demonstrate the 9 stretching exercises that make up part of the Daily Sixteen</p> <p>Demonstrate the 7 conditioning exercises that make up part of the Daily Sixteen</p> <p align="center"><u>The National Youth Physical Fitness Program</u></p> <p align="center">Lesson Objectives</p> <p>Plan and conduct a physical fitness test</p> <p>Demonstrate, over time, improved abdominal muscle strength by increasing the number of repetitions of sit-ups completed within a two-minute time period</p> <p>Demonstrate, over time, improved upper body strength by increasing the number of repetitions of push-ups completed within a two-minute time period</p> <p>Demonstrate, over time, improved upper body strength by increasing the number of repetitions of pulls-ups completed</p> <p>Demonstrate, over time, increased leg strength by increasing the distance measured in the completion of three successful attempts of the standing long jump within a three-minute time limit.</p> <p>Demonstrate, over time, increased agility, speed and endurance by decreasing the recorded time in the 300-yard shuttle run</p> <p align="center"><u>You Are What You Eat</u></p> <p align="center">Lesson Objectives</p> <p>Identify the five major food groups</p> <p>Explain how calories consumed versus calories used affects body weight</p> <p>Identify the five major food groups and servings on the Food Guide Pyramid</p> <p>Identify sources and benefits of fiber in your diet</p> <p>Describe the importance of water to the body</p> <p>Describe the possible effects of a diet high in fat and cholesterol</p> <p>Explain why salt, sugar, and caffeine should be used in moderation</p> <p align="center"><u>Nourishing Your Body</u></p> <p align="center">Lesson Objectives</p> <p>Explain the relationship between nutrition and peak performance</p> <p>Identify the 6 nutrients your body requires, the good sources of these nutrients, and what each nutrient provides for a high quality, healthy lifestyle</p> <p>Determine healthy choices for meals for one day</p> <p>Describe the diet athletes should follow to ensure peak performance</p> <p>Explain how to use the Nutrition Facts label found on most food items</p>
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Table E6. Marine Corps Health and Wellness Continued

<p style="text-align: center;"><u>Personal Hygiene</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Explain the requirements for positive personal hygiene</p> <p>Explain the reasons for daily bathing or showering</p> <p>Identify the causes of body odor, the difference between deodorants and antiperspirants, and how using soap and a deodorant or antiperspirant eliminates body odor</p> <p>Explain why hand washing is so important and how to effectively wash your hands</p> <p>Describe how to properly care for your fingernails and toenails</p> <p>Identify the key features of shampoos and conditioners and why it is important to use these products on a regular basis</p> <p>Explain the requirements for personal and professional care of your teeth and mouth</p> <p>Identify the key features and advantages of various toothbrushes and toothpastes</p> <p>Identify the key features and advantages of various types of dental floss and mouthwashes</p> <p>Describe how to properly care for your feet and what to do if you suspect you may have athlete's foot</p> <p style="text-align: center;"><u>Suicide Awareness and Prevention</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Identify the warning signs of potential suicide and where to seek assistance. Cadets will be able to:</p> <p>Identify the warning signs of potential suicide.</p> <p>Identify the risk factors associated with suicide.</p> <p>Describe the factors that protect young people from considering suicide.</p> <p>Describe the actions you can take if you suspect someone you know may be considering suicide</p> <p>Identify appropriate interventions you can use after a suicide attempt</p> <p>Describe coping strategies to use after experiencing the loss of a loved one from suicide</p> <p style="text-align: center;"><u>Managing Your Stress</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Identify/practice coping skills for managing stress</p> <p>Identify ways in which stress and anxiety can be both beneficial and harmful</p> <p>Identify the physical and psychological effects of stress</p> <p>Identify common causes of stress in young people as well as causes of stress in your own life</p> <p>Practice prevention of stress overload including relaxation and anger management techniques</p> <p>Identify/practice leadership strategies that promote healthy stress levels within a group</p> <p>Identify causes and symptoms of depression and anxiety and positive ways to deal with them</p>

Table E7. Marine Corps Substance Use and Prevention

<p><u>Drug and Alcohol Use and Abuse</u></p> <p>Lesson Objectives</p> <p>Explain the health risks, social consequences, and the warning signs of drug and alcohol abuse</p> <p>Identify the medical uses of various drugs (amphetamines, methamphetamines, barbiturates, inhalants, and rohypnol.)</p> <p>Identify the warning signs of drug abuse</p> <p>Identify the effects of the abusive use of various drugs on the human body</p> <p>Identify the effects of alcohol consumption and abuse on the human body</p> <p>Recognize the health risks associated with the abuse of alcohol and various drugs</p> <p>Identify the social consequences of drug and alcohol abuse</p> <p><u>Drug and Alcohol, Prevention and Intervention</u></p> <p>Lesson Objectives</p> <p>Explain prevention and intervention of drug and alcohol abuse</p> <p>Identify the internal and external pressures teenagers face</p> <p>Explain ways to handle or resist internal and external pressures teenagers face</p> <p>Describe effective prevention techniques employed by national, school- and/or community-based programs focused on substance abuse</p> <p>Describe at least one national substance abuse prevention organization, its purpose, programs or activities, and effectiveness</p> <p>Explain the guidelines to follow in planning what to do to help a friend who may have a substance abuse problem</p> <p><u>Tobacco-Use and Effects</u></p> <p>Lesson Objectives</p> <p>Explain the health risks of tobacco use</p> <p>Define the terms Stimulant, Dependency, and Nicotine</p> <p>Describe ways that people use tobacco products</p> <p>Identify the three major components of tobacco and what they do to the human body</p> <p>Identify short- and long-term effects of tobacco use on the human body</p> <p>Identify risks associated with secondhand smoke</p>

Table E8. Marine Corps First Aid

<p><u>The Four Life-Saving Steps</u></p> <p>Lesson Objectives</p> <p>Explain how to use the four life-saving steps of First Aid</p> <p>Describe how to perform rescue breathing</p> <p>Explain how to CPR can keep a victim's heart and brain alive</p> <p>Identify the steps for performing the Heimlich Maneuver</p> <p>Describe how to control external bleeding</p> <p>Explain the treatment for shock</p> <p><u>Heat Injuries</u></p> <p>Lesson Objectives</p> <p>Explain heat sickness prevention/treatment as well as training as a team</p> <p>Explain the cause and effect of heat injuries</p> <p>Describe factors to consider in hot weather situations</p> <p>Identify the three types of heat injuries and their symptoms</p> <p>Demonstrate how to treat heat cramps</p> <p>Demonstrate how to treat heat exhaustion</p> <p>Demonstrate how to treat heatstroke</p> <p>Explain how to prevent heat injuries</p> <p><u>Treatment of Cold Weather Injuries</u></p> <p>Lesson Objectives</p> <p>Explain how to prevent or treat cold weather injuries</p> <p>Describe factors to consider in cold weather situations</p> <p>Explain causes and effects of cold weather injuries</p> <p>Demonstrate how to treat frostbite, immersion foot/trench foot, hypothermia, and snow blindness</p> <p>Explain how to prevent cold weather injuries</p>
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SURVIVAL TRAINING

Table E9. Air Force Survival Training

<u>Survival Preparedness</u> Lesson Objectives Define survival preparedness. Identify several items a survival pattern must include. Define the letters in the keyword survival.
<u>Conditions Affecting Survival</u> Lesson Objectives Identify the three basic conditions that affect every survival situation. Identify the basic components of all environments. Identify a few examples of landforms, which describe terrain. Identify the three primary elements of the survivor's mission. Name the two basic life forms. Describe the primary factors, which constitute the survivor's condition. State the most important psychological tool that will affect the outcome of a survival condition. Describe the crisis and the coping phases.
<u>The Survivor's Needs</u> Lesson Objectives List the four basic needs of a survivor. List the components of maintaining life. Describe the survivor's primary defense against the effects of the environment. Describe why nutrition is important to a survivor. Describe the survivor's food crises. Describe why prevention, self-aid, and psychological health are important to a survivor. List the basic tasks confronting the survivor when faced with the need to return. Describe how a survivor can effectively aid in recovery. List the factors the survivor must weigh when faced with the need to travel against capabilities and/or safety.
<u>Psychological Aspects of Survival</u> Lesson Objectives List the positive benefits of stress. List ten common signs of distress. Define the term fatigue. Describe two critical threats to a successful survival. Describe why comfort is not a survivor's greatest need. Describe the survival stresses. Define the term aversion. List several tasks that can be done in spite of fatigue. Describe the natural reactions. List seven ways a survivor can prepare to rule over natural reactions and stresses common to survival.

Table E9. Air Force Survival Training Continued

<p style="text-align: center;"><u>The Will to Survive</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define the will to survive.</p> <p>Describe how the will to survive can overcome most hardships.</p> <p>Describe the importance of overcoming stress.</p> <p>Describe what occurs during the crisis period.</p> <p>Explain the actions of the survivor during the coping period.</p> <p>Identify the most important element of the will to survive.</p> <p>List four physical and psychological discomforts a survivor will encounter.</p> <p>State why overcoming fear is important to a survivor.</p> <p>Identify one of the survivor's key assets.</p> <p style="text-align: center;"><u>Basic Survival Medicine</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>List some of the most important frequent injuries.</p> <p>Describe the procedures and expedients that survival medicine encompasses.</p> <p>State what is essential to prevent infection in a survival situation.</p> <p>Describe ways a survivor can take a bath when water is in short supply.</p> <p>Describe how to care for the mouth and teeth.</p> <p>Explain how to take care for the feet.</p> <p>Explain why rest is important to a survivor.</p> <p>List the rules for avoiding illness.</p> <p>Describe what could cause breathing problems.</p> <p>Describe how to control external bleeding.</p> <p>Define the term gangrene.</p> <p>Summarize how to treat injured persons suffering from shock.</p> <p>Describe some ways to control or limit pain.</p> <p>Describe two types of fractures.</p> <p>Describe how to treat skin diseases and ailments.</p> <p>List bites and stings a survivor may encounter.</p> <p>Describe vital and environmental injuries.</p> <p style="text-align: center;"><u>Plants for Medicine</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Define poultice and decoction.</p> <p>Describe treatments for fevers, colds, and sore throats.</p> <p>List some plants that can be used to make tea.</p> <p>List three plants used to make dyes.</p> <p>State how the survivor can make antiseptics.</p> <p>List uses of expressed juice.</p> <p>Describe how to treat diarrhea, aches, pains, gas, and sprains.</p> <p>Describe how to treat hemorrhoids, constipation, worms or intestinal parasites.</p> <p>Identify some harmful plants to avoid.</p>
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Table E9. Air Force Survival Training Continued

<p><u>Proper Body Temperature</u></p> <p>Lesson Objectives</p> <p>List the factors causing changes in the body core temperature.</p> <p>Describe the result of exposure to extreme temperatures.</p> <p>Describe the effects of wind on the body.</p> <p>Describe the effects of moisture on the body.</p> <p>List five ways body heat can be transferred.</p> <p>Define radiation, conduction, convection, and evaporation.</p> <p><u>Clothing</u></p> <p>Lesson Objectives</p> <p>Explain how clothing provides protection in snow or ice climates, dry climates, and from physical injuries.</p> <p>Describe materials that clothing is made from which would help in a survival situation.</p> <p>Describe the layering system.</p> <p>List two types of insulation.</p> <p>Define the term metabolic.</p> <p>Define the term CLo factor.</p> <p>Define the term "COLDER."</p> <p>Describe the importance of rain gear.</p> <p>Describe how clothing should be worn in snow and ice areas.</p> <p>List three recommendations for care of footgear.</p> <p>Describe how clothing should be worn in the summer artic.</p> <p>Define anti-exposure assemblies.</p> <p>Identify several ways a survivor can be protected in warm oceans.</p> <p>Identify several ways to survive in tropical and dry climates.</p> <p><u>Shelters</u></p> <p>Lesson Objectives</p> <p>Define the term shelter.</p> <p>List and describe five things a survivor should consider when selecting a shelter site.</p> <p>Define an immediate action shelter.</p> <p>List the four steps required to build a shelter.</p> <p>Define precipitation.</p> <p>Describe how to construct an A-frame shelter.</p> <p>Describe how to construct a poncho lean-to shelter.</p> <p>Describe how to construct a nine-pole, three-pole, one-pole, and no-pole tepee.</p> <p>Identify five shelters constructed for tropical areas.</p> <p>Identify five shelters constructed for dry climates.</p> <p>Give examples of materials used to build desert shelters.</p> <p>Describe the two types of snow and ice environments, which may require special characteristics or building principles before survivors have adequate shelter.</p> <p>Describe shelter living in the snow and ice areas.</p> <p>Describe how a raft can provide some protection for a survivor on the open sea.</p>
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Table E9. Air Force Survival Training Continued

<p style="text-align: center;"><u>Firecraft</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>List the three essential elements of a fire.</p> <p>Give some examples of tinders and kindling.</p> <p>Describe four recommended fuel sources.</p> <p>Demonstrate how to prepare a fire site.</p> <p>Describe five primitive and modern methods to light a fire.</p> <p>Define the terms coniferous and deciduous.</p> <p>List and describe ten methods for laying a fire.</p> <p>Demonstrate some methods for laying a fire.</p> <p>List some useful Firecraft hints.</p> <p>Practice safety techniques when using fire.</p> <p style="text-align: center;"><u>Equipment</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Prepare a survival kit.</p> <p>Identify some items that should be in a survival kit.</p> <p>State the survivor's most valuable tool in a survival situation.</p> <p>List some examples of tools and equipment that could make your life much easier in specific situations.</p> <p>Practice using survivor's most important signaling techniques.</p> <p>List the three basic types of clubs.</p> <p>List three things a survivor could use to make a knife.</p> <p>Describe how a survivor could use a throwing stick.</p> <p>Describe how a survivor can improvise a sleeping bag.</p> <p>Define the terms bend, bight, hitch, knot, line, loop, rope, and turn.</p> <p>Make four knots used at the end of a rope.</p> <p>List four knots used for joining two ropes.</p> <p>Demonstrate two ways to tie a knot joining two ropes.</p> <p>List eight knots used for making loops.</p> <p>Demonstrate two ways to tie a knot to make a loop.</p> <p>State how a half hitch, a timber hitch, and a clove hitch are used.</p> <p>Make a half hitch, a timber hitch, and a clove hitch.</p> <p>State the best natural material for lashing small objects.</p> <p>List three types of lashings.</p> <p>List four qualities a material must have to be suitable for making a rope.</p> <p>Describe the three-plait braid, the flat four-strand braid, and the broad braid.</p>
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Table E9. Air Force Survival Training Continued

<u>Food</u>
Lesson Objectives
Prepare foods to eat during a survival situation.
Define basal metabolism.
List three major constituents of foods.
Give some examples of carbohydrates.
Give some sources of fats.
Define the term complete protein.
Give some examples of incomplete protein.
Identify where some complete protein can be found.
Define carnivores and herbivores.
Define diurnal and nocturnal.
List the five basic methods of hunting.
Describe nine categories of animals that can be used as food.
List three important things a survivor must do to be effective with any type of trap or snare.
Demonstrate how to immobilize or trap animals.
List six methods a survivor can use to catch fish.
Describe how to improve fishhooks.
Identify ten traps and snares.
Demonstrate techniques for cooking animal food.
Describe how to preserve animal food.
<u>Survival Use of Plants</u>
Lesson Objectives
List three factors that help survivors identify plants.
Prepare plants food to eat.
List the basic leaf margins.
Describe the basic types of root structures.
State why plants are valuable sources of food.
List the general rules used when selecting an unknown plant as a possible food source.
Define leach.
Describe three types of underground parts.
List and describe four types of shoots and leaves.
Identify two types of fruits.
List some plants with edible seeds and grains.
Define gum and resin.
Identify some plant life found in dry, tropical, and snow and ice climates.
Identify food found on open seas.

Table E9. Air Force Survival Training Continued

<p style="text-align: center;"><u>Water</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>State why water is one of the survivor's most urgent needs.</p> <p>List two ways insensible water occurs.</p> <p>List four ways the body loses water.</p> <p>Define dehydration.</p> <p>List several symptoms of dehydration.</p> <p>Describe three water sources.</p> <p>List some naturally occurring indicators of water.</p> <p>Describe how a survivor can find water in snow and ice areas on the open seas, tropical areas and dry areas.</p> <p>Collect water for later use in a survival situation.</p> <p>Drink adequate amounts of water to remain healthy.</p> <p>List five ways a survivor can determine the presence of harmful agents in the water.</p> <p>Purify water.</p>
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Table E10. Navy Survival Training

<p style="text-align: center;"><u>Survival</u></p> <p style="text-align: center;">Lesson Objectives</p> <p>Gain familiarity with the fundamentals of survival</p> <p>Describe the principles for survival in tropical areas</p> <p>Describe the principles for survival in cold areas</p> <p>Describe the principles of survival in water</p>
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